

## Efforts to Improve Early Childhood Art Development Through Finger Painting Media for Class B Children in Ra Al Hidayah Rempek Academic Year 2022/2023

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### Abstract

*This research aims to improve children's drawing skills through finger painting media for group B children at RA Al Hidayah Rempek for the 2022/2023 academic year. The subjects of this research were group B children at RA Al Hidayah Rempek with a total of 14, namely 7 boys and 7 girls. The research method used is the Classroom Action Research Method (PTK), which is research carried out regularly on various actions carried out by teachers to improve learning conditions. The data in this research was collected using the observation method as the main method, interviews and documentation methods as complementary methods. The results of this research show that there is an increase in the artistic abilities of group B children, especially in drawing activities. In the pre-cycle classical completion only reached 21.4%, in cycle I children's art drawing ability increased by 28.6% to 50%, and in cycle II children's art drawing ability increased by 14.2% to 64.2%. Continuing in cycle III, it increased by 21.4% to 85.7%. This shows that there has been an increase in the percentage of children's drawing skills that are at the criteria of developing according to expectations (BSH) with a percentage of 85.7% achieved in this study. Which means that the majority of children are able to draw using finger painting media at RA Al Hidayah Rempek, North Lombok Regency, 2022/2023 Academic Year.*

**Keywords:** *Drawing Art Skills, Finger Painting Media*

### Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan seni menggambar anak melalui media finger painting pada anak kelompok B di RA Al Hidayah Rempek tahun pelajaran 2022/2023. Subyek penelitian ini adalah anak kelompok B di RA Al Hidayah Rempek dengan jumlah 14 yaitu 7 anak laki-laki dan 7 anak perempuan. Metode penelitian yang digunakan adalah Metode Penelitian Tindakan Kelas (PTK) yaitu suatu penelitian yang dilakukan secara sistematis terhadap berbagai tindakan yang dilakukan oleh guru untuk memperbaiki kondisi pembelajaran. Data dalam penelitian ini dikumpulkan menggunakan metode observasi sebagai pokok, wawancara serta metode dokumentasi sebagai metode pelengkap. Hasil penelitian ini menunjukkan bahwa adanya peningkatan kemampuan seni anak kelompok B terutama dalam kegiatan menggambar. Pada pra siklus ketuntasan klasikal hanya mencapai 21,4%, pada siklus I kemampuan seni menggambar anak mengalami peningkatan sebanyak 28,6% sehingga menjadi 50%, dan pada siklus II kemampuan seni menggambar anak meningkat sebanyak 14,2% menjadi 64,2%. Di lanjutkan pada siklus III meningkat sebanyak 21,4% sehingga menjadi 85,7%. Hal ini menunjukkan adanya peningkatan presentase kemampuan seni menggambar anak berada pada kriteria berkembang sesuai harapan (BSH) dengan persentase 85,7% sudah tercapai dalam penelitian ini. Yang artinya sebagian besar anak mampu menggambar dengan menggunakan media finger painting di RA Al Hidayah Rempek Kabupaten Lombok Utara Tahun Pelejaran 2022/2023.

**Kata Kunci :** *Kemampuan Seni Menggambar, Media Finger Painting*

### INTRODUCTION

Early childhood is the most fundamental and formative stage of human growth and development. From the beginning of a child's growth and development to the end of this period is marked by several crucial moments. The golden era is one of the defining phases of early life (Suryana, 2016). Many ideas and agreements have been found to provide an explanation of the golden age of early childhood, namely the period when all the potential a child has grows the

fastest. The exploration period, the identification/imitation period, the sensitive period, the play period, and the initial stage of defiance are some of the meanings that are contrasted in the early stages of a child's life. However, on the other hand, early childhood is at a critical period, namely that the child's golden age will not be repeated in the following years, if his potential is not stimulated optimally and maximally at that early age, it will hinder the child's next stage of development.

PAUD learning emphasizes the development of cognitive and physical abilities motor, social emotional, religious morals, and art. Art development is an important component in early childhood development. Art is a product or work process in the human concept that involves skills, creative talents, sensory sensitivity, heart and mind sensitivity, etc. (Greetings, 2020). The form of a work of art includes the methods and techniques used to create it as well as the type of media used (Sumanto, 2005). Young children really like everything that is beautiful, colorful, challenging and exploratory. They want to explore and have a high curiosity about everything around them. Because within children there is also an artistic soul. A person's capacity to innovate, both in terms of ideas and real products that are very different from what has existed before, is called creativity. Semiawan in Rahcmawati states that creativity is the capacity to produce fresh concepts and use them in solving problems (Kurniawati, 2010). In addition, Chaplin emphasized that creativity is the ability to create new forms of art, games, or problem solving through the use of alternative techniques, such as finger painting. (Kurniawati, 2010). Finger painting is a method where paint is applied directly with the fingers, not with a brush or other tool. As a result, children only need to use their fingers to change brushes. This activity is great for encouraging children to express themselves by painting on paper because they are free to be creative and color whatever they like. This activity can also be used with children as it is very entertaining.

Observation activities carried out by researchers at the RA Al-Hidayah school during the observation, succeeded in obtaining information regarding the initial conditions for the development of artistic creativity of children in the classroom. The results showed, "at RA Al-Hidayah Rempek during the learning process it showed that creativity Group B children are still not improving optimally. This is thought to be influenced by a lack of teacher creativity. The creativity of group B children does not appear to have increased when working on tasks related to drawing or coloring skills as well as in other art activities. The creativity of children at RA Al-

Hidayah Rempek has not developed optimally, this is because teachers still use old methods such as giving LKS assignments (student worksheets) as a learning tool so that children always feel bored and reluctant to carry out drawing activities.

Based on the results of initial observations on February 20 2023, guided by the Child Development Achievement Level Standards (STPPA) which contain the level of achievement of children's artistic development as well as the results of interviews with the school principal and group B teachers, it can be seen that the artistic abilities of group B RA Al-Hidayah is still very far from expectations, this is acknowledged by teachers at RA Al-Hidayah, teachers do not provide varied media such as the use of finger painting media, monotonous learning, lack of teacher creativity in developing art and also still using methods that make children feel bored and there is no enthusiasm for children to be active in class. Reading, writing and calculating are done academically. When the teacher explains, the children are silent and listen, then the children are asked to write/color the worksheet. This results in a lack of attraction because every day children always face the same things and the use of playing while learning is not done well, which results in group B's artistic creativity abilities being still low. Based on the explanation above, the researcher is interested in conducting research on the development of artistic creativity. children with the title "Efforts to Improve Early Childhood Art Development Through Finger Painting Media for Group B RA Al-Hidayah Rempek Children for the 2022/2023 Academic Year".

The aim of this research is to describe whether finger painting media is able to improve the artistic abilities of class B early childhood children at RA Al Hidayah Rempek for the 2022/2023 academic year. And to find out how to improve the drawing skills of young children through finger painting media for class B at RA Al Hidayah Rempek for the 2022/2023 academic year.

## METHOD

This research is Class Action Research which uses mixed methods with qualitative and

quantitative approaches. This is in accordance with opinion(Arikunto, 2008)that action research is an examination of learning activities, in the form of actions that are deliberately created and occur in a class together.

This classroom action research is a learning process where teachers collaborate with colleagues in carrying out learning actions and evaluating learning implementation, trying out teacher strategies, recording what they do during research in a format that can be understood by other teachers. The main characteristic of classroom action research is that it is cyclical, meaning that classroom action research is bound by several cycles. Each cycle consists of planning, implementation, observation and reflection.

The research was carried out by the researcher himself as a class teacher and colleagues as collaborators and observers who assisted the researcher in this activity.

The research location is:This classroom action research (PTK) took place at the RA Al-Hidayah institution which is located at Rempek Timur Hamlet, Rempek Darussalam Village, Gangga District, North Lombok Regency. The subjects of this research were early childhood children aged between 5 and 6 years who were members of group B in RA Al-Hidayah Dusun Rempek Timur, Rempek Darussalam Village, Gangga District, North Lombok Regency, totaling 14 children, consisting of 7 boys and 7 daughters.The instruments for conducting this research used observation instruments, interview guidelines and documentation guidelines, data collection techniques in the research also used observation techniques, interview techniques and documentation techniques.

Data analysis obtained during the research was analyzed using percentage techniques. that is, comparing what appears and the total number of children whose results are multiplied by 100%. To see data trends, the data is displayed in table form and processed descriptively. The data obtained during learning is processed using the percentage technique formulated by(Hariyadi, 2009). The results assessed for each meeting are based on the percentage of children involved in learning activities using the formula:

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

NX 100%

Information:

P = percentage number

F = frequency of activities carried out by children

N = number of children in one class

## RESULTS AND DISCUSSION

Ability Research Results Early Childhood Art Through Finger Painting Media for Group B Children at RA Al Hidayah Rempek Academic Year 2022/2023, the results can be seen in table 1 below:

Table 1 Recapitulation of Capacity Building Early Childhood Art Through Finger Painting Media for Group B Children at RA Al Hidayah Rempek From Pre-Cycle to Cycle III

NAME	KI Pre Cycle	KI Cycle I	KI Cycle II	KI Cycle III
Adifa	46	60	65	70
Ali	25	60	70	70
Zibran	50	75	80	85
Khaerul	25	60	60	70
Say hello	55	70	75	80
Zila	25	50	50	55
Ghalin	80	85	85	90
Daughte	55	75	75	80
r				
Habib	60	65	65	70
Abby	80	85	85	90
Dhani	50	50	50	55
Thunder	55	60	70	75
Haliza	70	75	75	85
Vazira	50	75	75	85

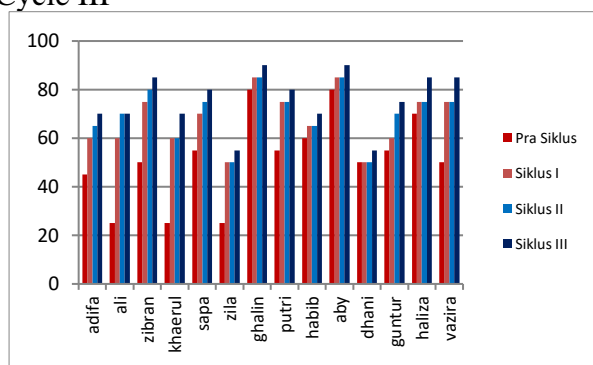
Completeness (KK)	3 people	7	9	12
Amount	People	People	People	People
Classical	21.4%	50%	64.2%	85.7%

Based on the table above, it can be seen that at the time of observation, children's drawing skills in the pre-cycle were still not good. This can be proven in table above regarding achievements in the pre-cycle, namely that there are still very many children who are not able to draw well, but there are a small number of children who are already at the standard value of the criteria for developing according to expectations (BSH), namely 3 people who got a score of 70 which is equivalent to 21.4 %, 8 people or 57.1% were in the criteria of starting to develop (MB), and 3 people or 21.4% were in the criteria of not yet developing (BB). Based on these results, the researchers took action in cycle I with the results, namely, 7 people or 50% were in the criteria of developing according to expectations (BSH) and 7 people or 50% were in the criteria of starting to develop (MB). In accordance with these results, further action was taken to improve the learning outcomes that had been carried out in cycle I by continuing to use finger painting as the main medium to improve children's drawing skills.

After the actions carried out in cycle II, it showed that there was a fairly good increase in children's drawing skills compared to the results obtained in cycle I. This can be seen from the number of children classified as developing according to expectations (BSH) which increased from 7 children or 50% to 9 children or 64.2% in cycle II, and 5 children were still in the beginning to develop (MB) category. After improving the actions in cycle III, it showed that there was a fairly good increase in children's drawing skills and achieved the expected indicators of success compared to cycle II. This can be seen from the

number of children classified as developing according to expectations (BSH) which has increased from 9 children to 10 to 71.4% in cycle III, and 2 children or 14.2% others also increased from those previously in the criteria of developing according to expectations. (BSH) rose to very well developed criteria (BSB) and there were no children who were still behind in the not yet developed (BB) criteria, only 2 children or 14.2% were still in the Starting to Develop (MB) criteria.

Graph 1. Recapitulation of Capacity Improvement Early Childhood Art Through Finger Painting Media for Group B Children at RA Al Hidayah Rempek From Pre-Cycle to Cycle III



Based on the results of research and observations carried out from cycle I to cycle III, it shows that there have been changes or improvements in the results of children's learning about drawing. This is a form of result and evidence that there is a positive impact resulting from learning using finger painting media. because at the pre-cycle meeting of children's art drawing skills there were 3 people who got a score of 70 which is equivalent to 21.4% with the criteria of developing according to expectations (BSH), 8 people or 57.1% were in the criteria of starting to develop (MB), and 3 people or 21.4% who are in the undeveloped (BB) criteria. Then in cycle I there was an increase in the development of children's art of drawing, 7 people or 50% were at the criteria of developing according to expectations (BSH) and 7 people or 50% were at the criteria of starting to develop (MB). In cycle II there was another increase, namely, 9 children or 64.2% were at the criteria for developing according to expectations (BSH). 5 children or 35.7% were at the criteria for



starting to develop (MB). Meanwhile, in cycle III there was a significant increase, namely, 10 children or 71.4% were in the criteria of developing according to expectations (BSH) and 2 children or 14.2% were in the criteria of developing very well (BSB), although there were still children who are at the beginning to develop criteria, namely, 2 children or 14.2% are still at the beginning to develop (MB) criteria.

Therefore, it can be understood that learning activities are a communication process carried out by teachers and students, but in conveying material during learning activities carried out by teachers in conveying material that is not appropriate during learning, children will also experience difficulties in receiving appropriate learning delivered by teachers when using inappropriate methods or media.

As in this research, finger painting media is used in learning as a means of conveying learning messages. There are various types of learning media, one of which is used in this research, namely finger painting media. Finger painting media is a very appropriate medium to help children increase their creativity in the art of drawing. This is because finger painting media allows children to gain experience in making color mixtures and combining colors. This media is also fairly easy because it only requires your fingers and dye which is applied directly to the paper without the help of other tools such as brushes and pencils. The way to use this finger painting media is that children take part in this activity with the assistance of the teacher, especially by preparing the tools and equipment to be used before playing, by adapting the learning material, according to the learning themes and sub-themes on that day, so that it is easy to use as a medium learning for children. By using finger painting media, teachers can provide children with experiences to increase their creativity.

Finger painting Derived from English, finger means finger while painting means painting. Painting yourself is a creative endeavor that brings pleasure because of the beauty of the work itself. So finger painting is painting with your fingers. Finger painting involves rubbing together a mixture of colors directly with the finger to create an image(Astria, 2015)

Finger painting activities can be used to develop children's artistic development, when children are willing to hold paint and scratch paint onto paper, it is an artistic expression. By just scribbling, children are able to create works of art. This activity is very close and can be followed by children easily. When children are not yet able to imitate or are not able to make things correctly, the things they make can be used as their artistic expression. By using paint and with children, children can paint and make pictures more easily. Because finger painting is very easy to follow, this activity is very good for children in developing children's art. By painting children can recognize various colors, differentiate colors, mix colors. With their fingers they create beautiful pictures from the child's extraordinary imagination(Mayar, 2019). Finger painting is also child-friendly because children can be as creative as they like, by making lines or curves to form a picture that they create based on their imagination and experimentation or coloring existing pictures.(Ningrum, 2016)

The aim of using finger painting media is to make the game fun and learn new things from it. The aim of finger painting activities is also to be able to express oneself through the use of hand movements to paint, develop fantasy, imagination and creativity, train hand and finger muscles, muscle and eye coordination, practice skills in combining colors and to foster beauty. This is designed to motivate children to learn so that children's drawing skills can improve(Aditya, 2015). The improvement that occurs is that the classroom atmosphere becomes more conducive, children are very interested in the media used, whether combined with games or not. Likewise with teachers, there seems to be an increase in their role from initially just conveying learning information to becoming facilitators who embrace all students in learning, as well as teachers finding new methods and media to improve children's drawing abilities.

This is evident from the results of research that has been carried out that the use of finger painting media has a very good impact on improving children's drawing skills, because children are very interested if there is concrete media that children can see and touch directly.

Thus, based on action research and observations that have been carried out, it is proven that using finger painting media can improve children's drawing skills in class B at RA Al-Hidayah Rempek.

## CONCLUSION

Based on the results of the classroom action research carried out, it can be concluded that through the medium of finger painting, artistic abilities (drawing) can be improved in group B children at RA Al-Hidayah. In cycle I the children's abilities have increased even though they have not yet reached the success indicators, as well as in cycle II the abilities children improved but had not yet reached the indicators of success so the research continued in cycle III. The steps or process of finger painting are first when children are introduced to how to do it and what to use in painting. The first technique used is to first fill in a pattern or small round shape with the tip of your finger dipped in paint and then stamp it on the paper. The next technique is to paint a picture with your fingers using paint, so the picture is prepared and then the child is invited to paint or color with existing picture paint.

In the pre-cycle learning process, the indicator of success achieved was 21.4%, which means that children's drawing skills are still very poor. Furthermore, in the implementation of cycle I, children's drawing ability increased by 28.6% to 50%, but these results still did not reach the predetermined indicators of success. Furthermore, in cycle II, children's artistic (drawing) abilities increased from 50% to 64.2%, an increase of 14.2%, but had not yet reached the success indicator, namely 80%. In the end, cycle III was implemented which turned out to produce results with evidence of an increase in children's drawing skills increasing by 21.4% to 85.7% in cycle III.

In accordance with these results, it can be proven that finger painting media has a very big influence in improving children's drawing art, because with this media children's drawing abilities can increase according to plans and expectations.

## SUGGESTION

Using appropriate media can improve children's development, especially if the media is used well. Finger painting is a medium that is rarely used by teachers, even though if it is used better, finger painting media can develop aspects of children's development, especially in art and children's motor skills.

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