Implementation of *Finger Painting* Method to Improve Children's Creativity in the Development of Children's Fine Motor Skills in Group ARA Nurul Huda NW Banjarsari

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Abstract

The research entitled Implementation of Finger Painting Method to Improve Children's Creativity in the Development of Children's Fine Motor Skills in Group A RA Nurul Huda NW Banjarsari The formulation of the problem in this study is: How are the Efforts to Improve Children's Fine Motor Creativity Through Finger Painting Activities at RA Nurul Huda NW Banjarsari?. The research conducted aims to determine the Efforts to Improve Children's Fine Motor Creativity Through Finger Painting Activities at RA Nurul Huda NW Banjarsari. The type of research that the researcher will use is Classroom Action Research (CAR) or another name, namely Classroom Action Research. The classroom action research planned in this study is the implementation of the experimental method which is carried out in two cycles consisting of 4 stages, namely planning, action, observation and reflection. The results are as follows: 1. Pre-cycle activities with the results of the Aspect being able to choose and adjust colors to draw objects with a value of 31%. The aspect of being able to coordinate the eyes and hands when drawing with fingers with a value of 42%. The aspect of being able to produce good results from painting using fingers with a value of 27%. 2. Cycle 1 activities with the results of Aspects being able to choose and adjust colors to draw objects at the 1st meeting with 31%, the 2nd meeting with a value of 37%, and the 3rd meeting with a value of 46%. Aspects being able to coordinate eyes and hands when drawing with fingers at the 1st meeting with 30%, the 2nd meeting with a value of 37%, and the 3rd meeting with a value of 40%. Aspects being able to produce good works of painting using fingers at the 1st meeting with 30%, the 2nd meeting with a value of 36%, and the 3rd meeting with a value of 41%. 3. Cycle 2 activities with the results of Aspects being able to choose and adjust colors to draw objects at the 1st meeting with 50%, the 2nd meeting with a value of 62%, and the 3rd meeting with a value of 81%. Aspects being able to coordinate eyes and hands when drawing with fingers at the 1st meeting with 51%, the 2nd meeting with a value of 62%, and the 3rd meeting with a value of 80%. The aspect of being able to produce good results from finger painting at the 1st meeting with 50%, the 2nd meeting with a value of 59%, and the 3rd meeting with a value of 80%.

Keywords: *Content, Formatting, Article.*

INTRODUCTION

Early Childhood Education (PAUD) is education provided to children of early age (0-6) years which is carried out by providing stimulation to help growth and development both physically and spiritually to have readiness to enter the next level of education.

Through PAUD, children are expected to be able to develop all their potential such as moral development, religious values, physical, social, emotional, language, art, master a number of knowledge and skills that are appropriate for their development and have the motivation and attitude to learn to be creative.

PAUD is a form of deviation that focuses on physical growth and development (fine and gross motor coordination), intelligence in thinking and thinking skills.

creativity, social emotional intelligence and language and communication intelligence. The implementation of PAUD is by providing appropriate learning facilities for the stages of child growth and development. The learning process in PAUD emphasizes the development of thinking processes and creative processes that are appropriate to the level of intelligence possessed by the child.

One of the most important potentials is the development of creativity. Childhood is the most appropriate time to provide stimulus for children to experience maximum development. At this time, children will experience the process of growth and development in various aspects that are experiencing a rapid period in the span of human life development. One of these aspects for early childhood is the aspect of motor development.

Early childhood is an individual who is experiencing a very rapid growth and development process, even said to be a developmental leap. Early childhood has a very

valuable age range compared to later ages because the development of intelligence is extraordinary, experts call it the golden age. Early age is a golden opportunity for children to learn. What a person learns early in life will have an impact on life in the future.

Children aged RA still draw based on what they remember, usually the drawings are not careful and incomplete and also do not pay attention to proportions: the head is bigger than the body that is drawn smaller. Drawings made by children aged RA tend to follow stereotypical patterns: every person, house, animal is drawn with the same pattern. In drawing, children like colors but often their use is not appropriate.

Children's fine motor skills have begun to develop, such as building tall towers with blocks; at the age of 5, children's motor coordination is increasing, hands, fingers, and arms all move under eye coordination; and at the age of 6, children can stick, tie shoelaces, and tidy up clothes.

Fine motor skills are the ability to control movement through coordinated activity of the central nervous system, nerves, and muscles, such as the movement of the fingers and hands.

According to fine motor skills in kindergarten schools must be in accordance with the curriculum, which is measured through developmental tasks through achievement indicators, in accordance with early childhood education standards in Indonesia.

This is reinforced in, which states that the level of achievement of children's fine motor development is, drawing according to their ideas, imitating shapes, exploring with various activities, using stationery correctly, cutting according to patterns, sticking pictures correctly, and expressing themselves through drawing movements in accordance with, drawing according to their ideas, imitating shapes, exploring with various media and activities, using stationery and eating utensils correctly, cutting according to patterns, sticking pictures correctly, and expressing themselves through detailed drawing movements.

Indicators of children's fine motor development can be designed for one year. Therefore, teachers must determine fine motor activities every day.

According to some experts, fine motor development is related to the manipulation of manual objects, such as writing, weaving string through holes, stacking blocks, tying shoelaces, turning pages of books, cutting with scissors, manipulating play dough, and making shapes from folded cardboard. In addition, fine motor skills can be activities such as cutting with scissors, coloring, drawing with pencils and crayons.

The drawing tools that are commonly used are crayons or colored pencils to express themselves as well as a source of joy for children, then the children draw on the drawing paper with bright colors, then combine with other colors without the intervention of adults. Similarly, drawing with the fingers of the hand and using starch porridge or commonly known as (Finger Painting).

According to Hildebrand in Moeslichatoen Drawing with fingers using kanji is a medium for channeling creativity and dirty play. In addition, through finger drawing activities, children gain experience in making mixtures and combining colors. The pictures formed by children rarely consist of original colors, because children cannot resist trying and finding what will happen when various colors are mixed.

According to Solahudin in Febri Nur'aini Finger Painting is a drawing technique by applying starch to paper or cardboard with fingers or palms. According to Yeni Rachmawati and Euis Kurniati in Febri Nuraini Finger Painting can improve the ability to think and act creatively and develop the ability to express aesthetic values by drawing creative works. The benefits of finger painting are improving the ability to think and act creatively, developing the ability to express aesthetic values by drawing creative works and training the muscles of the fingers.

The same thing was also stated by Salim in Rika Afriani stating that Finger Painting is one of the drawing technique activities by applying paint to wet paper using fingers that can be done by children to express their imagination through paintings made with children's fingers. from the opinion above, the author can conclude that Finger Painting is a drawing technique using

fingers through paint tools (colors) into paper/cardboard. this activity can train fine motor skills and creativity that children have.

Based on the results of field observations conducted at RA Nurul Huda NW Banjarsari, group A, it was found that children still lack understanding and how to use Finger Painting when learning to improve children's fine motor development through Finger Painting activities.

Various problems related to the development of children's fine motor skills in the use of the Finger Painting method that have not yet developed optimally. This can be seen in some children who have not been able to mix colors, pour water, knead flour, and paint. Given the use of methods in developing children's creativity in coloring and scribbling and squeezing activities with the media used by teachers is still lacking.

The above problems require efforts to improve children's fine motor development through the application of the Finger Painting method, so the researcher raised the title in this study is the Application of the Finger Painting Method to Improve Children's Creativity for the Development of Fine Motor Skills in Group A Children at RA Nurul Huda NW Banjarsari in the 2024/2025 Academic Year.

METHOD

This study uses classroom action research (CAR), Classroom action research (CAR) is a scientific research activity that is carried out rationally, systematically and empirically reflective of various actions carried out by educators, collaborations that are also researchers, from the preparation of a plan to the assessment of real actions in the classroom in the form of teaching and learning activities, to improve and enhance the learning conditions carried out.

The population in this study were all male and female students at RA Nurul Huda NW Banjarsari. The sample in this study was 26 children in group A. The data collection technique in this study was an observation sheet. The data analysis technique used descriptive analysis.

This action research uses the Kemmis and Mc Taggart cycle developed by Kurt Lewin in Suharsimi Arikunto's opinion, which states that in general there are 4 stages that are passed through, namely: 1). Planning (Plan), 2). Implementation (Act), 3). Observation (Observe), and 4). Reflection (Reflect). According to Suharsimi Arikunto, et al. "classroom action research model (Classroom Action Research) or PTK.

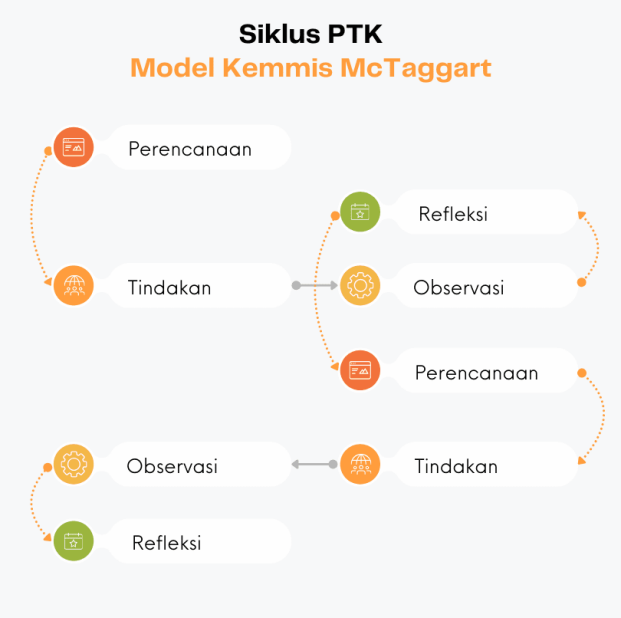

Figure 1. Kemmis Mc Taggart Classroom Action Research Model

Next, the data obtained during the learning process was analyzed using a percentage technique to improve children's fine motor development using the formula put forward as follows:

$$P = \frac{F}{N} X\ 100$$

Figure 2. Formula for Analysis of Children's Fine Motor Development

Information:
P = Percentage result
F = Number of students who completed
N = Amount of frequencies / number of individuals
100% = Fixed number

Children's motor development activities are said to increase if the percentage of children's activity results increases from the results of subsequent

observations. The increase in children's activities is determined based on the following criteria:
75%-100% : Very Well Developed (BSB)
50%-75% : Developing as Expected (BSH)
25%-50% : Starting to Grow (MB)
0% -25% : Not Yet Developed (BB)

RESULTS AND DISCUSSION

Precycle

The initial step taken by researchers before conducting classroom action research is through observation. Researchers make observations of problems that occur inRA Nurul Huda NW Banjarsari, namely covering aspects of Children's Fine Motor Development which includes the following indicators: 1. Being able to choose and adjust colors to draw objects, 2. Being able to coordinate eyes and hands when drawing with fingers and 3. Being able to produce good works of art from painting using fingers.

Table 1. Results of Observations on Fine Motor Development of Pre-Cycle Children

Indicator	Pre-Cycle Values	Information
Able to select and adjust colors to draw objects	31%	MB
Able to coordinate eyes and hands when drawing with fingers	42%	MB
Able to produce good results from painting using fingers	27%	MB

Based on the results of pre-cycle observations, the Aspect is able to choose and adjust colors to draw objects with a value of 31%. The Aspect is able to coordinate the eyes and hands when drawing with fingers with a value of 42%. The Aspect is able to produce good works of painting using fingers with a value of 27%.
Graphically it can be presented as follows:

Figure 3. Results of Observations on Fine Motor Development of Pre-Cycle Children

Cycle 1

Actions in Cycle I were carried out in three meetings. Learning was carried out for 2 lesson hours (2x 60 minutes) starting at 7.30 WIB. This cycle uses four stages, namely planning, implementation, observation and reflection. The results of this reflection are used as the basis for determining corrective actions in the next cycle.

Table 2. Results of Children's Fine Motor Development in Cycle 1

Indicator	Meeting To			Is
	1	2	3	
Able to select and adjust colors to draw objects	31%	37%	46%	MB
Able to coordinate eyes and hands when drawing with fingers	30%	37%	40%	MB
Able to produce good results from painting using fingers	30%	36%	41%	MB

Based on the observation table of cycle 1, it can be seen that the development of children's fine motor skills has not developed optimally, this can be seen from the development of each aspect at each meeting. The aspect of being able to choose and adjust colors to draw objects at the 1st meeting with 31%, the 2nd meeting with a value of 37%, and the 3rd meeting with a value of 46%. The aspect of being able to coordinate eyes and hands when drawing with fingers at the 1st meeting with 30%, the 2nd meeting with a value of 37%, and the 3rd meeting with a value of 40%. The aspect of being able to produce good works of painting using fingers at the 1st meeting with

30%, the 2nd meeting with a value of 36%, and the 3rd meeting with a value of 41%.
Graphically it can be described as follows:

Figure 4. Results of Children's Fine Motor Development in Cycle 1

Based on the results of the reflection conducted by researchers and teachers at the end of cycle I, Reflection in the form of corrections to the actions that have been implemented is carried out to determine the shortcomings in cycle I. Although there was an increase in cycle I, the number was still below 75% of the number of children. The problems that emerged in cycle I were found to be 1) Researchers did not condition students sufficiently so that activities became slightly less controlled. 2) There are still many children who are still hesitant in carrying out activities. 3) Researchers must be more creative and fun in delivering activities to students so that students are more enthusiastic and excited in participating in learning activities.
Cycle 2
Actions in Cycle II were carried out in three meetings. Learning was carried out for 2 lesson hours (2 x 60 minutes) starting at 7.30 WIB. Learning activities were carried out according to the RPPH. This cycle uses four stages, namely planning, implementation, observation and reflection. The results of this reflection are used as the basis for determining corrective actions in the next cycle.

Table 3. Results of Children's Fine Motor Development in Cycle 2

Indicator	Meeting To			Is
	1	2	3	
Able to select and adjust colors to draw objects	50%	62%	81%	BSB
Able to coordinate eyes and hands when drawing with fingers	51%	62%	80%	BSB
Able to produce good results from painting using fingers	50%	59%	80%	BSB

Based on the observation table of cycle 2, it can be seen that the development of children's fine motor skills has increased quite significantly, this can be seen from the development of each aspect at each meeting. The aspect of being able to choose and adjust colors to draw objects at the 1st meeting with 50%, the 2nd meeting with a value of 62%, and the 3rd meeting with a value of 81%. The aspect of being able to coordinate eyes and hands when drawing with fingers at the 1st meeting with 51%, the 2nd meeting with a value of 62%, and the 3rd meeting with a value of 80%. The aspect of being able to produce good works of painting using fingers at the 1st meeting with 50%, the 2nd meeting with a value of 59%, and the 3rd meeting with a value of 80%.
Graphically, the development for each meeting in cycle 2 can be seen as follows:

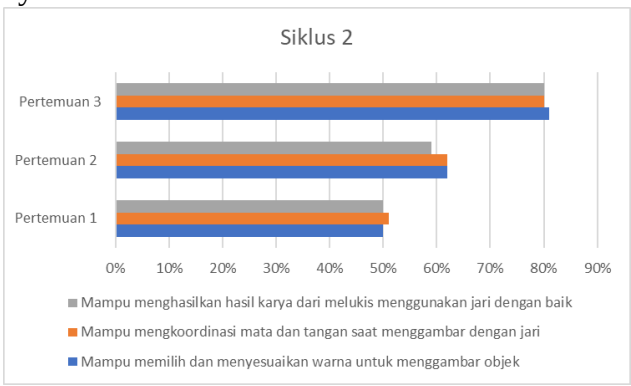

Figure 5. Results of Children's Fine Motor Development in Cycle 2

After implementing learning in cycle 1, the researcher conducted a reflection activity with the class teacher and concluded that it was necessary to continue to cycle 2 because in the

implementation of cycle 1 there were still several shortcomings and there were still many children whose fine motor development was still low. The learning implemented in cycle 1 had not been fully implemented properly. In cycle 2, the researcher changed the learning to be more interesting and continuous, changed the rules of the game agreed upon with the children, and motivated the children to complete their activities. In cycle 2, a significant increase was seen because the teacher gave the children the opportunity to be creative with interesting activities. Based on research conducted by Hillia Izza, it was stated that the method*Finger Painting*can increase children's creativity in developing fine motor skills.

CONCLUSION

Children's fine motor development determines success not only in academics but also how children adapt to complete daily tasks. Therefore, both teachers and parents should pay attention to various factors that can affect children's fine motor development. The implications of the results of this study can be used as a reference for preschool teachers and parents to optimize children's fine motor skills. Further researchers can also pay attention to the weaknesses in this article as further development. ren's fine motor creativity through activities of *Finger Painting* Of RA Nurul Huda NW Banjarsari has increased. This can be seen from the development of children's fine motor skills in cycle 1 with values between 30% -46% experiencing a significant increase in cycle 2 with values between 50% -81%.

SUGGESTION

Based on the implementation of classroom action research for children's fine motor skills, there needs to be serious efforts made by the school in improving teachers' understanding and abilities in selecting and implementing learning methods and media to improve children's learning outcomes. Therefore, researchers can provide the following suggestions:

a. For kindergarten
    1. In planning activities to develop drawing creativity, it is best to plan carefully so that learning can be carried out well, so that children's fine motor skills can develop optimally.
    2. In developing children's fine motor skills, lesson hours are needed that focus on these activities so that children can focus and do not become weak easily when participating in play activities *finger painting so* that children's fine motor development can develop optimally.

b. For the principal
    1. The principal should provide direction and motivation to teachers to be able to provide fine motor skills learning for children at school, considering that creativity is a factor that is also important for children's lives.
    2. The principal should support teachers' efforts in using appropriate activities to develop children's creativity in making various shapes using finger painting.

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