Implementation of Finger Painting Method to Train Fine Motor Skills in Early Childhood at Khansa Kindergarten

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Abstract

We need to understand that children at an early age have difficulty carrying out activities in several areas, one of which is writing beautifully, which certainly uses their fingers. Children at this age have unplanned creativity, so the focus of this study is that many children under early age experience difficulty in writing beautifully. The purpose of this paper is to address the difficulties faced by children in carrying out activities that require the support of their fingers. This study uses a qualitative method. This method helps in assessing a work and carrying out activities that have been carried out by TK Khansa. In this paper, it was concluded that finger painting activities are very beneficial for expanding TK Khansa fine motor skills. This can also develop creativity in drawing using their own fingers and develop the strength of both gross and fine muscles that are always stimulated through scratches and pressure on flat media. During the learning process, finger painting allows children to use their fine motor skills in the way they want. As fine motor flexibility increases, children become more sensitive to what is being done. When children do fine writing activities, their writing becomes neater and fits the line limits specified by the good or fine writing book.

Keywords: *Fine Motor Skills, Finger Painting, Early Childhood.*

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Introduction

Finger painting is painting with fingers. Finger painting is an activity of making drawings that is done by scratching a color mixture directly with the fingers (Riadi, D., & Sumanto, E. 2025). Finger painting or drawing with fingers is a technique of painting with fingers directly without the use of any tools and assistance. This type of activity can be done by applying colored porridge dough using your fingers on paper or drawing fields (Mejala, J. R. 2024). This direct painting technique without the help of painting tools, children can replace the brush with their fingers directly" (Parapat, A. (2020). In finger painting there is a color mixing technique, mixing this color is very important the main part of the three primary colors, namely red, yellow, and blue, these colors can be used to make secondary colors, namely orange, mauve, and green. The three tertiary colors are dark brown, light brown and faded green (Novianti, R. 2024).

The benefits of the finger painting method are developing expression through the creation of painting media with hand movements, developing fantasy, imagination, and creation, training hand/finger muscles, muscle and eye coordination, practicing the ability to combine colors, cultivating feelings for hand movements and fostering beauty (Montolalu, 2009). Through the finger painting method, children can be more free to paint and draw using both their palms and feet and is very good for practicing eye and hand coordination and is also very fun (Mustika, M., & Risnawati, M. 2021). Another benefit of this finger painting method is that children feel happy because learning is fun and interesting, besides that children will also feel relaxed in the ongoing learning process. In addition, children can be free to create as they wish (Widyaningrum, P. F. 2023).

Children in Kindergarten have an early age, so when a child has unique characteristics and feels their curiosity is very big. When they ask something they don't understand, we as parents and educators are required to give an answer with an explanation. When a child in the first year of Kindergarten has a lot of potential to be developed. Therefore, early childhood children in Kindergarten have not reached a sufficient level of thinking maturity (Rozana, S., Harahap, A. S., Astuti, R., Widya, R., Tullah, R., Anwari, A. M., & Mahardhani, A. J. 2021). Everyone they see has a unique perspective. Education for children at an early age is prioritized to develop their thinking skills and personality traits, as well as to produce offspring who meet the expectations of the surrounding environment. That way, as an elder and a teacher at school, we need to help children harness their talents and interests. Children in kindergarten have spontaneous creativity that allows them to create works. This research will investigate some of the problems faced by many kindergarten children. They have difficulty writing beautifully and doing activities that require the support of the fingers.

As children, they have a variety of ways of thinking, the way they look at the future, and the way children live different ethics and morals from people who are considered more mature than them (Rozana, S., Harahap, A. S., Astuti, R., Widya, R., Tullah, R., Anwari, A. M., & Mahardhani, A. J. 2021). (Zannatunnisya, Z., Parapat, A., Harahap, A. S., & Rambe, A. 2024) in his book entitled *Character Education for Early Childhood: Integration of Spiritual Values* states that with different growth time patterns, each child is considered a different individual. During the process of differentiating children who have unique and different thoughts from each other, the students are different, both in their habits and desires and talents. Before creating a curriculum, the level of establishment, and unique learning delivery instruments must be understandable, well accepted and then applied. These kindergarten children are expected to quickly master basic skills such as reading, writing, reading letters one by one, arithmetic, understanding the surrounding environment, painting, playing musical instruments, body, and things that are done related to the body. The intelligence of kindergarten children is what determines their growth.

Children in the early age range show signs of development. A child's early childhood is a short period of development, the guidelines and styles of delivery of learning must take into account the uniqueness and different characteristics of the student, both in abilities and interests, during the educational process. Before creating a curriculum, various levels of expertise, skills,

along with learning delivery methods must be prepared, well accepted, and applied carefully. It is hoped that these kindergarten children will soon master basic skills such as reading, writing, spelling, mathematics, biological sciences in their environment, drawing or painting, being able to play musical instruments that have been taught, doing activities using their bodies, and other physical activities. Their growth is determined by their good thoughts.. Doing serialization, grouping objects, being interested in numbers and writing, expanding vocabulary, being happy to speak, understanding cause and effect, and understanding space and time are all examples of the development of intelligence in kindergarten children. To understand the movement characteristics of kindergarten children, we must understand their level of development. Common traits of students include: Learning to be positive about themselves personally, learning to socialize with their environment and peers, learning to play a role according to their creation, learning the most basic skills, writing, counting and spelling or reading writing, learning to make a daily study plan, making motivation, learning to have fun with applicable norms, Positive traits (Wandi, Z. N., & Mayar, F. 2022). do not violate the rules that have been made, give praise to oneself, like to exaggerate other people's possessions and demean themselves, tasks that cannot be completed are considered unimportant, and they have an excessive curiosity. they also tend to carry out activities that are not dreamed of and easy to do (Ministry of Education and Culture, 1978), until the end of this period, there has been special attention to certain topics, talents, and interests 16. it is nice to gather with colleagues to have fun together (Wahyudi, I. N., & Nurjaman, I. 2021).

Children who begin to adapt to the new class, namely the Kindergarten class, experience a transition from a slower developmental phase to a rapid growth phase when they are still children. In early school, there are changes in mental and social development. When children enter educational learning one level above them a few years later, children will be getting closer to the end of childhood who will soon enter the adolescent phase (Sari, M, M. Sariah. Herodian. 2020).

According to Montolalu (2023), drawing using the medium of tools on our bodies can help develop expression through the medium of painting with movements on our bodies. These paintings can also help develop fantasy, creative ideas, and creativity, train finger and hand muscle coordination, color combining skills, cultivate feelings for hand movements, and enhance beauty. According to Listyowati et al. (2020), making works with fingers instantly without the help of drawing or painting tools can be called finger painting. This activity can be developed and carried out by applying a concoction medium coupled with natural dyes on a paper plane with a shape that is sketched through the fingers. Everything that is being done, from the wrist to the wrist can be used to help with the activity. According to (Qomariah, Marlina, L. O. 2020). A piece or drawing with a finger or palm is a way to spill ideas and creativity through the introduction of dirty-dirty play. Children can make several mixtures and then combine several colors, the works of pictures that children have made are not a little from the actual colors, because with the age of the child cannot resist trying and mixing various colors that are mixed by themselves.

Painting with fingers exercises children's sense of touch because it requires them to do activities with colors that have been made with the dough that has been provided for drawing materials and make a painting work with the children's fingers, this learning also helps children to receive learning about knotting the dough of primary and tertiary colors, or children can choose what colors they will use as a painting medium. Children will expand their thinking process to be more focused and thorough and increase their imagination ideas through learning in drawing activities through their fingers. This will help children to respond smoothly and appropriately. Children will learn the different movements of their fingers and arms and make various doodles or strokes. This study aims to see how finger painting activities affect fine motor development in early childhood. The development of motor activities can be improved very well through painting activities with fingers. You can improve your child's fingering skills by

painting these finger activities. Skills learned include scissors correctly, holding a pencil crossed between the thumbs, painting and drawing neatly, and drawing with the ten fingers of his hand.

Fine motor development is related to hereditary development or physical absorption of children. Developed by (Priyanto, A. 2024). Dynamic systems theory provides a thorough and detailed explanation of children's motor stages. This theory states that in order to improve children's motor skills, they must ensure the preparation of something around them that encourages them to do something and use their opinions to do movements (Rozana, S., Harahap, A. S., Astuti, R., Widya, R., Tullah, R., Anwari, A. M., & Mahardhani, A. J. 2021).

According to the experts involved in this study, the application of art through finger painting activities is highly recommended for the development of first-year children in kindergarten. This is because one way to improve the flexibility of the arm muscles as they write and create works. This research relates to previous research on "The Art of Therapy through the creative process of drawing to increase a sense of responsibility in children aged 45 years." In this study, the authors tried to see how drawing can increase a sense of responsibility for oneself, assuming that the activity of drawing with fingers will influence the child to develop and become better. In previous studies, researchers found that the formation of responsible character in children aged four to five years with creative drawing techniques as a whole met good criteria; This shows that the character formation of responsibility carried out by children with creative drawing techniques is going well. Research shows that teachers can encourage children to participate in more active activities in the future, enhance children's imagination, and demonstrate children's skills and fluency when learning to draw. Thus, children's drawing creativity can be enhanced. In addition, the formation of character and responsibility helps coaches understand how to develop the formation of traits, character, and morals and responsibilities that are fully carried out by children so that children are able to develop according to portions properly and optimally. One way to overcome this is to direct children's activities and desires to positive activities. One of the best and most effective activities apart from art activities that do gestures, painting and drawing can also be one of the main choices to support the development of the child. This activity includes basic activities for therapy through art, which helps children shed emotions and feelings and something that has never been conveyed directly to the surrounding environment or to people he trusts.

That way, at the same time, the attitudes, behaviors and responsibilities that children must have begin to be seen and formed and developed. Thus, the findings of previous research related to current research show that art activities are very important for children because they have components and goals that help the development of their imagination and creativity.

Literature Review 1. Early Childhood Fine Motor Skills

Motor development refers to the meaning of physical development, where physical development means that children have achieved several abilities in controlling themselves (Ningrum, N. N. 2020). Motor skills are basically a wide opportunity to move, learning experiences for, motor sensory activities that include the use of large and small muscles allowing children to meet motor perceptual development (Ningrum N, N. Pamela, A. W. 2022).

The definition of fine motor is a movement that requires the control of small muscles to achieve a specific goal which includes coordination of the eyes and movements that require hand or finger movements for high-precision work. So fine motor includes the use and control of small muscles such as scissors, drawing, coloring and others. Fine motor development itself is a physical skill that involves fine muscles and eye and hand coordination. The fine motor activities include: buttoning clothes, drawing, and coordination of the eyes and fine muscles. As motor skills develop, preschoolers are constantly combining the abilities they already have with the abilities they have acquired to produce more complex capabilities. Limited movement of body parts in terms of precision, precision and manipulation motion.

Fine motor skills include the development of object manipulation which includes receiving objects from other people using their hands, moving large to small balls and playing with hand movements and swinging objects with other objects. Finely regulated motor development such as hand skills. Motor skills can be defined as skills that require strong control of muscles, especially those that include hand-eye coordination and skills that require high precision such as writing, typing, drawing, cutting, and buttoning. From the opinion presented above, it can be concluded that fine motor skills are movements that involve certain parts of the body, especially eye and hand coordination which are influenced by the opportunity to learn and practice.

2. Finger Painting Method

Finger painting is an activity of making drawings that is done by scratching a color mixture directly with the fingers (Maghfuroh, L. Putri, K. C. 2021). Finger painting or drawing with fingers is a technique of painting with fingers directly without the use of any tools and assistance. This type of activity can be done by applying colored porridge dough using your fingers on paper or drawing fields (Harsismanto et al. 2020). This direct painting technique without the help of a painting tool, the child can replace the brush with his fingers directly (Fauziyyah S.A, Ifdil, Putri Y.E. 2020). In finger painting there is a color mixing technique, mixing this color is very important the main part of the three primary colors, namely red, yellow, and blue, these colors can be used to make secondary colors, namely orange, light purple, and green. The three tertiary colors are dark brown, light brown and faded green (Fatmaridha, S. 2021)

The advantages and disadvantages of this finger painting method are that children feel happy because of learning that is fun and interesting, besides that children will also feel relaxed in the ongoing learning process. In addition, children can be free to create as they wish (Evivani, M. Oktaria, R. 2020). As for the disadvantages, finger painting activities are good for children, but they will make the place very messy. So it is required to prepare cleaning equipment to clean the place when the learning is complete (Dewa Ayu Ketut Gayatri Suciati 2021) Based on the discussion above, it can be concluded that Finger Painting is a way of painting using fingers.

3. Early Childhood Fine Motor Development in Khansa Kindergarten

Fine motor development in order to be achieved optimally requires a fun learning strategy so that it can direct children to reach the stage of fine motor development. There are many activities that can improve children's fine motor skills. One of them is by using the "Finger Painting" method. Fine motor development, which is movements carried out using fine muscles and coordination of the eyes and fingers which includes imitating the shape of circles, triangles gradually, making straight, vertical, curved lines, distinguishing the surfaces of 7 types of objects through touch, pouring (rice and grains) into a container without spilling, inserting and removing rope into a hole, cutting straight, waves, Zig zag, folding paper more than one fold, drawing freely by using a variety of media.

One of the activities that can improve children's fine motor skills is through free drawing using various media, one of which is finger painting. Finger painting is a technique of painting with the fingers of the hand directly without the help of tools. This type of activity is carried out by applying colored dough (color porridge) using the fingers above the image field. The limit of fingers used is all fingers, palms to wrists. Painting with fingers can stimulate children's fine motor skills, because this activity is a very fun activity for children, and children can feel different sensations or feelings when playing with colors with their fingers, so that children's fine motor skills can develop and change for the better optimally (Astria, Nina et al. 2022).

4. Implementation of the Finger Painting Method to Train Fine Motor Skills in Early Childhood at Khansa Kindergarten

a. Steps to Implement the Finger Painting Method to Train Fine Motor Skills in Early Childhood at Khansa Kindergarten

In good fine motor development reaches the stage of fine motor development, activities that can for optimal performance are needed fun learning strategies in guiding children to reach the stage of fine motor development are achieved optimally a fun learning strategy is needed so that it can direct children to reach the stage of fine motor development. Activities that can improve children's fine motor skills are very important. One way is to use the "Finger Painting" method or finger painting pum Fine motor development, which is a movement that is carried out using fine muscles and coordination of the eyes and fingers of the hand which includes gradually imitating the shape of +, x, circle, square triangle, making straight, vertical, curved lines, distinguishing the surface of 7 types of objects through touch, pouring (water, rice, grains) into a container without spilling, inserting and removing the rope into the hole, cutting straight, wave, zig-zag, folding paper more than one fold, drawing freely using various media.

One of the activities that can improve children's fine motor skills is through free drawing using various media, one of which is finger painting. Finger painting is a technique of painting with the fingers of the hand directly without the help of tools. This type of activity is carried out by applying colored dough (color porridge) using the fingers above the image field. The limit of fingers used is all fingers, palms to wrists. Painting with fingers can stimulate children's fine motor skills, because this activity is a very fun activity for children, and children can feel different sensations or feelings when playing with colors with their fingers, so that children's fine motor skills can develop and change for the better optimally. The implementation of the learning method should pay attention to the steps of its implementation, so that the finger painting method can improve the fine motor development to be achieved, which are as follows:

a. The first step, the teacher chooses the theme to be achieved, determining the theme to be achieved is the main step in the implementation of the finger painting method. Teachers choose a theme with the aim that activities are more structured and learning is achieved optimally.
b. The second step, the teacher prepares media tools and materials that will be used in learning, so the teacher prepares the materials needed such as preparing starch flour ingredients that are cooked and then mixed with food coloring, of course also do not forget to prepare the canvas/paper for the painting medium.
c. The third step, the teacher explains the picture to be painted in the media, then gives questions and answers about what image to be made, how it is shaped, what is the color. This is done to hone children's abilities and skills to convey their opinions and knowledge.
d. The fourth step, the teacher divides the children into several groups
e. The fifth step, the teacher explains how to do the assignment to the child first while distributing the paper/canvas to be used.
f. The sixth step, the teacher guides the children in doing the assignment and goes around to motivate the child.
g. The teacher asks the child to collect his work.
h. The last step is evaluation, the teacher reviews the material from the finger painting lesson. By inviting children to recall together what paintings have been made, what color they are and how they are made.

So based on the explanation above, it can be concluded that the steps for implementing the finger painting method are 8 steps, namely choosing a theme, preparing tools, explaining drawings, dividing children into groups, explaining how to do assignments, guiding children, collecting works and then the last one is to do an evaluation.

Research Methodology

Qualitative research methods are used. For an in-depth study, (Anggi Wulandari 2020). using purposive samples that prioritize specific and centralized information. According to Sugiyono (2023:127), Creswell (2008) describes this qualitative research method as one of the efforts or search and tracing to explore and understand a central phenomenon. Therefore, the data required for this study were obtained through observation, interviews, and documentation studies. By asking broad and general questions, researchers interview subjects or study participants to understand those central symptoms. This research was carried out at Khansa Kindergarten, which is located in Suka Maju Village, Sunggal District, Deli Serdang Regency with 10 samples of early childhood at Khansa Kindergarten who participated in the drawing class, by collecting data from painting activities with fingers that produced drawings, all information was then collected, both words and text. Next, the dataset is analyzed. The researchers then combined the results of the analysis with the research of other scientists. The written report describes the results of qualitative research. This research interprets and elaborates information about the current situation, people's attitudes and perspectives, the contradictions between two or more situations, the relationship between the variables that emerge, the difference between the current facts and their impacts, and so on.

Results

Finger painting is an art activity with fingers in which, children can improve their fine motor skills, especially their fingers in addition, they can also develop their creativity by painting and making works of art using paint techniques or finger processing that emphasizes on certain areas, practicing their eye and hand coordination. That way, the development of children's skills in the motor field will develop according to the development of their child's age and skills. By understanding the concept of core colors (red, yellow, and blue) that are commonly used for the early stages of finger painting with light colors, we can identify the child's level of joy, excitement, and emotional state. Painting helps children express their feelings. Kids will try out different movements of their fingers and make a lot of doodles. Hand movements on paper, be it regular or irregular scribbles, show a person's expression. The colors used, the subjects drawn, and the expressions expressed will show the emotions of an artist. However, people who provide stimuli, such as parents and teachers, tend to ignore their motor skills. This is because there are individual factors that believe that a child's cognitive or thinking abilities are more important than other abilities Amalia, W. Mayar F. (2021). Thus, parents and teachers, even in the field of education, consider smart children to be those who are good at arithmetic or mathematics. This is in contrast to children who are proficient in arts and crafts, which require the improvement of the child's fine motor skills.

This research also reached the conclusion that the process of working on the work is closely related to shedding feelings and emotions. This begins with the process of making a drawing work and looking at the logical philosophical reactions that exist in the body before doing activities and after the art therapy of Aisyah, Siti. et al. (2020). Performing by creating a work of drawings is one way to activate the visual cortex of the brain, which functions to recreate real things into a work of drawings on paper. Therefore, art therapy can be said to be effective Afiffudin. Khotimah, N. (2024). Children in the first grade of elementary school are still involved in artistic activities from previous schools, such as kindergarten or early childhood education, where they are widely introduced to art education, including making artwork and creating shapes with interesting colors using various methods. One of these methods is painting with fingers, which children take to higher classes to understand colors in the right way. At the age of the first grade of elementary school, painting with fingers is also an activity that can flex children's fine motor skills. At this stage, children are expected to be able to write well and produce writing results through careful learning.

We can estimate what the children will do and do in artistic activities and pour all the creative ideas they expect through any technique and media. This is where children begin to describe some problems and pour out through images of desires that cannot be expressed through their words. Through this way, we can find out how children can start a task and be able to complete it in a way that suits their preferences and desires because one of the ways children start adapting to their school environment is by making something they do at school. As children learn to mix paints and apply paint with their fingers to paper, painting with their fingers becomes a fun activity.

After observing finger painting activities in early childhood at Khansa Kindergarten, we can conclude that early childhood at Khansa Kindergarten is very fond of making artworks. We can say that this finger painting activity can help children train their finger muscles to write better. This development is supported by several theories that have been described above. This method is very appropriate to be applied to early childhood in Khansa Kindergarten. These activities can be practiced continuously so that children continue to develop until they are adults, starting to write and act using their fingers.

By incorporating the idea that primary colors are combined with secondary and tertiary colors. This finger painting activity can also help early children get to know colors and color mixing because children can choose and mix color paints that will be used for painting. This activity also teaches new vocabulary, such as stickiness, color names, and rough and subtle concepts. The texture will become coarse when the color dough dries. If the child has never come into contact with the object or paint, he will not know how rude it is. Children can also be introduced to the colors they use. Strengthen children's creativity and imagination. because children will have the freedom to write anything on paper. Early children will dare to try new things, seeing different colors and shapes with this freedom. Finger painting activities allow children to experiment with colored pulp materials that are shredded independently. Improve your child's seating, holding and moving skills, including taste, smell, sight, and touch. This activity will also help the early childhood fingers in Khansa Kindergarten become more refined when writing or doing activities that are usually done by their fingers.

The results of the study show that teachers have a multifunctional role in finger painting activities. Teachers not only act as facilitators, but also as motivators, mediators, directors, and models of positive behavior in the classroom. This role is in line with the findings of Roekmanasari et al. (2017), which states that the active role of teachers has a positive correlation with the effectiveness of early childhood fine motor development. In the early stages of the implementation of finger painting activities, most children looked unfamiliar with the texture of paint and paper media. Hand and eye coordination is still not optimal, characterized by works that look random and not neat. However, as time went by, there was a significant increase. Children's works became more precise, neat, and full of color variations at Khansa Kindergarten, which states that repeated exploration through finger painting media can improve motor coordination in real terms.

Based on the above opinion, it can be understood that painting fingers can help improve the fine motor aspects of early childhood because early childhood can move their fingers, which involves the movement of small muscles. If children receive the right stimulation, they can reach their best stage of fine motor development. Each phase of a child's development requires stimulation to improve his or her fine mental and motor skills.

Conclusion

Based on the results of the research, the author concludes that finger art is very effective in improving fine motor skills at an early age in Khansa Kindergarten. In addition, this finger art can promote the development of fine muscles that are trained through the technique of pressing on paper media. The depiction of the fingers in doing a learning stimulus can allow the baby to develop his finger muscle skills and use them well. This method helps in studying a

work and carrying out activities that have been carried out by Khansa Kindergarten in this study obtained the conclusion that painting activities using fingers are very useful to expand the fine motor skills of Khansa Kindergarten. They are also able to develop creativity in drawing using their own fingers and develop the strength of rough or fine muscles which are always stimulated through scratches and pressure on flat media. During the learning process, finger painting allows children to use their fine motor skills in the way they want. The more fine motor flexibility increases, the more sensitive the child is to what is done, when the child does fine writing activities, the child's writing will be neater and according to the line limits that have been determined by the fine book or the fine writing book.

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