



APPLICATION OF FINGER PAINT TO STIMULATE FINE MOTOR DEVELOPMENT IN PRESCHOOL CHILDREN

Ika Maelany, Tri Sakti Widyaningsih*

Nurse Professional Study Program, Universitas Widya Husada Semarang, Jl. Subali Raya No.12, Krapyak, Semarang Barat, Semarang, Jawa Tengah 50146, Indonesia

[*imoet.sakti@gmail.com](mailto:imoet.sakti@gmail.com)

ABSTRACT

In general, pre-school age is a time for children with the achievement of their independent activities, children also begin to master various physical skills and courage, usually this condition is influenced by gross motor and fine motor development. Fine motor development needs to be understood especially at the beginning of the development period, namely childhood so that this fine motor can be considered important to know the extent of the child's development. One of the activities that can be done to develop fine motor skills is *finger painting*. *Finger painting* is a finger painting activity that is carried out by scraping dye directly with the fingers of the hand, palm freely on paper, this child can explore free ideas to develop his fine motor skills. The purpose of this study is to determine the application of *finger painting* learning applied by parents of children during learning assistance at home in developing Fine Motor Skills of Pre-School children. Purpose to find out the application of *finger painting* learning applied by parents of children during learning assistance at home in developing Fine Motor Skills of Pre-School children. The type of research used is a quantitative method with a case study approach with a total of 5 subjects through observation and interviews. The instruments used are observation sheets and SOPs with descriptive analysis. The inclusion criteria are children aged 3-5 years, parents allow children to be subjects, children in healthy and cooperative conditions, while the exclusion criteria are subjects that are not in the implementation of case studies. The results of most children developing very well as many as 2 people and undeveloped as many as 2 people. While the child who develops according to expectations there is 1 person. Finger painting activities can be useful for stimulating children's fine motor aspects because by doing finger painting activities children can move their fingers so that they involve the movement of small muscles and nerve maturity.

Keywords: fine motor; finger paint; pre school age

INTRIDUCTION

The definition of ECCE according to Law No.20 of 2003 concerning the National Education System Article 1 paragraph 14 states that early childhood education (PAUD) is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education Chapter IV Article 10 point 3: "Physical motor includes: a) gross motor, including the ability to move the body in a coordinated, flexible, balanced, agile, locomotor, non-locomotor, and following the rules; b) fine motor, encompassing the ability and flexibility of using fingers and tools to explore and express oneself in various forms; c) health and behavior, including weight, height, head circumference according to age and the ability to behave clean, healthy, and caring for their safety". Growth and development are two different but difficult to separate events.

The process of the stage of development of each child is the same that is the result of the maturation process. But in his achievements, each child has a different speed. The stage of child growth and development is divided into several, including the prenatal period from conception to birth, infancy from the age of 0-1 year, early childhood period of 1-3 years, preschool period aged 3-6 years and school period aged 6-18 years or 20 years (Sri & Saputri, 2021). While preschool age children (3-6

years) have great potential to develop immediately, this potential will develop if given services in the form of opportunities to carry out motor activities that are trained or used (Livana et al., 2020).

The preschool age period is a golden period, where the development of a child will undergo many significant changes (Sri & Saputri, 2021). Factors that affect children's development include genetics (congenital factors, gender, and ethnicity), biological factors (race/ethnicity, age gender, nutrition, health care, susceptibility to disease, chronic health conditions, metabolic functions, hormones), physical environmental factors (weather, sanitation, home state, radiation), psychosocial factors (stimulation, learning motivation, education, peer groups, school, love and love, and the quality of the child's interaction with parents), family factors (work and income of parents, education of fathers and mothers, number of siblings, parenting, customs etc.). In the process of overcoming developmental delays in children, a lot of stimulation is needed in play activities (Panzilio et al., 2020)

Early childhood needs one of these motor developments in order to be prepared for their higher education. For example, to write, train his body balance, and others. Because the early age period is a time when the sensitivity in growth and development is very high, therefore this time children can be trained so that their development, especially motor skills, can be optimized, this must be tried so that their development does not pass easily (Evivani, 2020). Motor development needs to be trained early, for example with this finger painting game, the game can train fine motor skills, especially fingers and wrist movements. And here children can express their preferences both in terms of color, shape, and texture.

One of the activities that can be done to develop fine motor skills is finger painting. Finger painting or drawing with fingers is a technique of painting with fingers directly without using the help of tools. This type of activity is carried out by applying color dough (color pulp) using the fingers of the hand above the image field. The limitation of the fingers used is all fingers, palms, to wrists (Sri & Saputri, 2021).

This type of activity is carried out by applying color dough (color pulp) using the fingers of the hand over the drawing plane. The limit of the fingers used is all fingers, palms, to the wrists. According to Hildebrand (in Moeslichatoen) drawing with fingers using kanji is an intermediary to channel creativity and dirty play. Images using this finger can be created, deleted and created again. In addition, through drawing activities with fingers, children gain experience in making mixtures and combining colors. The images formed by the child rarely consist of real colors, because the child cannot help trying and discovering what will happen when different colors are mixed. With finger painting activities, it can train children to use their senses, namely the sense of touch because this finger painting activity requires children to come into direct contact with dye dough for painting materials using their fingers. This activity can also help children to get to know colors and color mixing because in this finger painting activity children can freely choose and mix the color dough that will be used for their painting activities (Sari, 2020).

Finger painting activities are very effectively used in improving fine motor skills in children. Through this finger painting activity, it is able to improve children's finger abilities. The abilities studied are holding the pencil between the thumbs correctly, cutting neatly, painting and drawing neatly and painting using five fingers. To flex children's fingers and so that children are skilled in writing finger painting activities are very suitable to use because finger painting activities use fingers directly for painting so that children will feel the control of their fingers.

The results of another study conducted by Maghfuroh & Chayaning Putri, (2018) which stated that there was an influence of finger painting on the fine motor development of children in Sartika 1 Sumurgenuk Kindergarten, Babat District, Lamongan. And also in line with the research conducted by (Nurjanah, 2017) which states that the p Value value is 0.001 ($\alpha < 0.05$) that is, there is a significant difference in fine motor development before and after being given finger painting in At-Taqwa Kindergarten. Success in the study showed that the application of finger painting activities further improved children's fine motor skills.

Research conducted by Partiyem, (2018) in group B of PAUD Istiqomah in Sumber Bening, Selupu Rejang District, Bengkulu, there were 45% of children who were not able to carry out their fine motor activities (holding pencils correctly, holding scissors and cutting following the shape of the pattern, as well as holding crayons) and children in Dharma Wanita Kindergarten, Gadingwatu Village, Menganti District, Gresik Regency, their fine motor skills were considered still lacking, namely from 22 children, most of whom had not yet able to move the fingers flexibly as well as the ability to draw and hold objects well.

However, other studies have shown that finger painting does not have a major effect on children's motor development. This was revealed by in his research entitled the effect of developmental stimulation with finger painting techniques on motor abilities and tantrum frequency of toddler-aged children. In the study, it was stated that before and after being given finger painting had more influence on the frequency of tantrums than the motor development of children. All children can perform developmental tasks on their motor aspects while the frequency of tantrums decreases in behavior after being given finger painting. The instrument used in the study was the PPP form (Pre-Screening Development Questionnaire) using normal interpretation and deviations (Doloksaribu et al., 2016).

METHOD

The method used is a quantitative method using an experimental approach, because this case study begins with planning, treatment of the subject of the case study, and an evaluation of the results achieved after the treatment. The subject of this case study was with pre-school age children of 3-5 years who were willing to be respondents. Sampling techniques using observation sheets and SOPs. This case study was conducted in Wonosekar Village, one of the villages in Demak Regency, Karangawen District, on June 26, 2022. With the data collection techniques, namely Observation and Interviews. Data analysis in this case study is in a univariate analysis that aims to explain or describe the characteristics of each case study variable. Univariate analysis was used to see the frequency distribution of respondents' characteristics including name, gender, age, date of observation. In this case study, researchers analyzed the level of fine motor development of preschoolers at the age of 3-5 years by giving finger paint.

RESULTS AND DISCUSSION

Table 1.

Application of Finger Paint Therapy to Stimulate Fine Motor Development in Preschoolers

No.	Respondent's Name	Score	Category
1.	An. L	34	Develop As Expected
2.	An. A	36	Very Well Developed
3.	An. R	44	Very Well Developed
4.	An. H	13	Undeveloped
5.	An. S	17	Undeveloped

Table 1 shows that most of the children are very well developed by 2 people and undeveloped as well as as many as 2 people. While the child who develops according to expectations there is 1 person.

Table 2.
 Observation Results and Additional Information from Subjects and Parents

No.	Respondent's Name	Focus Data (Parents)	Focus Data (Subject)
1.	An. L	-	"I can make the sun" "I'll cross out my friend's face using this" "I can make a line"
2.	An. A	"from which campus ya mbak" "no papa, as long as my son is not cranky"	"I want black" "I can make a line"
3.	An. R	"just by the end of it" "anybody else's son"	"I can make the sun" "I'll use red" "I'll mix green with purple" "I'm going to dye up to my hands"
4.	An. H	"my son is indeed shy when he meets new people"	
5.	An. S	"yes, it's okay"	"I want to be colored my hands with brother"

Analysis from tables 1 and 2 shows that the provision of Finger Paint play therapy to children is very effective in determining the child's motor development in Pre-School Age. This is shown by the client with the highest score at the time of finger paint play therapy with his age of 4 years and 1 month, and for the client with the lowest score at the time of finger paint play therapy with his age of 3 years and 3 months. The average client who plays Finger Paint therapy has each result, namely 2 children Developing Very Well, 1 child Developing As Expected, and 2 more children Undeveloped.

This research is in line with the research of Nuzulia Rahmah, (2021) stated that Finger Painting play activities can improve fine motor skills in children of group A RA Hafiroh Awaliyah. By doing this finger painting play activity, children's fine motor skills in carrying out activities related to fine motor aspects, namely the ability to move the fingers, coordinate the senses of the eyes and hand activities, and carefulness in coloring. The learning atmosphere becomes more interactive and fun so that the child likes and is interested in activities that involve fine motor skills. The increase in children's fine motor skills can be seen from the results of data analysis of increasing children's fine motor values. This intervention is also in line with Sukarini's research, (2020) entitled Improving Fine Motor Skills through Drawing Activities With Finger Painting Techniques in Group B2 Children in TK Negeri Pembina Bantul, which states that fine motor skills can be improved through drawing activities with finger painting techniques. This can be seen from the increase in the number of children who are in the BSH criteria from 21.1% to 42.1% and the BSB criteria from 15.7% to 47.4%.

From several theories that have been explained and some interventions that have been carried out by other researchers with almost the same title as the researcher did. The researcher gave an argument if the intervention that the researcher did was different from what other researchers used where the researcher only did it for one day. Because, the researcher adjusted to the goal that the researchers made, namely, 'whether in pre-school age the child's fine motor has developed and is in accordance with his age'. However, from the intervention that researchers have done for 1 day, it found results if fine motor will continue to develop in children in other ways, for example, such as just by coloring, drawing, holding pencils and the like, in contrast to fine motor skills that researchers do, namely using color paint which must be applied directly using the fingers to the palm of the child's hand. However, from the results obtained by children aged 4 years and 1 month, the score was higher than those aged 5 years and 6 months and 5 years and 2 months. This is not only seen from how children apply this finger

paint game, but also judged by the activeness and skills of children during activities such as communication, feedback to the way children imagine. This does not rule out the possibility that children who are 4 years old will have good fine motor skills, all back to parents in teaching fine motor skills to their children, because a small part is also found in the results of children who have slow fine motor development because of our inability as parents to introduce fine motor skills to children.

CONCLUSION

Finger Paint learning applied to children by painting using fingers gets a good response and children are quite enthusiastic and enthusiastic. This is because the child is undergoing a very rapid process of growth and development and is important for the next development process. To float fine motor skills, stimulus / stimulation can be given in the form of activities such as Finger Paint. Children's fine motor skills can be improved through finger paint activities because this activity can activate the knowledge that has been possessed by children and build a positive response to children. So that children feel interested and happy in the Finger Paint learning activities provided. In addition to improving children's fine motor skills, finger paint also has a positive impact, namely children become motivated, children also get the opportunity to be creative, children's willingness to learn will also increase, and children will not get bored easily. The average fine motor development of children after being given Finger Paint got different results, where 2 children were included in the Very Good Development category, 2 more children were included in the Undeveloped category and 1 child was included in the Developing as Expected category. This is shown by the enthusiastic attitude of children in participating in learning.

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