

Finger Painting as a Learning Media to Improve the Development of Painting in Early Age Childhood

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ABSTRACT

Early Childhood Education (PAUD) is one place that can help the development of children. Learning requires media to develop children's development. Finger painting was chosen as a medium that can be used to enhance the development of children's art of painting at TK Dharma Wanita Pertama II Kadungrejo Bojonegoro. This study uses a qualitative method. Based on the results of the study, the researchers found that the techniques used by children to make paintings with their fingers and paint in the process of improving children's artistic development, the results of finger painting as a learning medium show that children can go through the process of forming patterns, making strokes, forming pictures and painting pictures, painting air balloons made of paper.

Introduction

Early childhood is a crucial and fundamental period in the growth and development of a person's existence. Early childhood is children aged 0-6 years (Khaironi, 2018). At an early age, this forms the foundation of personality that determines the child's experiences in later life. Development occurs rapidly during early childhood, the golden age when children's brains develop quickly. The golden age is a crucial period for children's lives in the future (Ebi in Windayani et al., 2021). Early childhood children like everything: beautiful, colorful, challenging, and exploratory. They have a high curiosity about everything around them, including. Everything around children can be used as material for children to be creative. Children actively involved during the learning process will have a lot of learning experience. In contrast, less actively engaged children during the learning process will only get a little learning experience (Anggraeni & Akbar, 2018).

In the learning process, children sometimes feel bored if they color using crayons or colored pencils, so there needs to be a way for children to express their

art more widely, namely using Finger Painting learning media (Ramdini & Mayar, 2019). Finger painting is a technique of painting with your fingers instead of a brush, and your fingers paint directly without using tools. This way, children can now replace the painting brush with their fingers. Children can freely make whatever they want or color as they wish, so this activity is perfect for making children express themselves by painting on paper; it is enjoyable for children. By drawing with fingers, children gain experience in experimenting with mixing and combining colors. Children rarely use accurate colors in their art because they are curious about what happens when colors are combined (Hasibuan & Ningrum, 2016).

Arts education can develop human abilities in communicating visually or in appearance, sound, movement, and integration. Displaying visuals means that art is a tool for expressing opinions and feelings. Art can also help mental growth in children, meaning that art can be used to train thoughts, imagination, reasoning, emotions, beauty, social religion, and appreciative tolerance. The ability to create works is often associated with art learning, where art learning can trigger the growth of creative ideas that emerge from the maker (Winnuly & Pamungkas, 2022). Art helps make it easier for children to study other fields because arts education sharpens visual intelligence. Art as a medium for play means that artistic activities for children are like playing, and playing is fun (Indrawan et al., 2022).

Previous research stated that one of the causes of the lack of development of children's creativity at RA At-Tamam Sukarame Bandar Lampung was that teachers did not apply the steps to apply finger painting optimally (Lestari, 2019). Subsequent research stated that the development of children's fine motor skills in PAUD Negeri Pembina 1 Bengkulu City has shown changes in that children's fine motor skills have developed in accordance with aspects of the child's development. Children can coordinate their eyes and hands to paint on the surface when learning finger painting. Paper can also be considered BSB (Very Well Developed) (Fitriani, 2018).

According to Sumanto, finger painting is a type of activity that involves creating images using fingers, with the limits of the fingers here being all the fingers, palm, up to the wrist. Finger painting activities are activities carried out using colored paint. They can be used as an alternative activity for teachers to replace crayons so that playing with colors is more interesting for children (Wahyuni & Erdiyanti, 2020). Children are free to use their fingers and then paint or use the palms of their hands to form a picture from their imagination. Use your fingers to apply color pulp (mixture of colors) to the image or image area (Evivani & Oktaria, 2020).

Based on the results of observations and theoretical studies, researchers established the title of finger painting as a learning medium to improve the development of the art of painting in early childhood. The aim of this research is to determine finger painting activities and the results of the development of the art of painting through finger painting at the TK Dharma Wanita Persatuan II Kadungrejo, Bojonegoro.

Method

The type of research that will be carried out is qualitative. Qualitative research with a descriptive approach is used in this research. Qualitative methods are often called naturalistic research methods because this research is carried out in natural conditions (Sugiyono, 2019). It is hoped that it will achieve the researcher's goal of explaining how finger painting is a learning medium to improve the development of the art of painting in early childhood at the Dharma Wanita Persatuan II Kadungrejo Bojonegoro.

The data sources used are secondary data and primary data. Secondary data Primary data can be obtained directly from the field or research site (Moleong, 2018). The primary data sources in qualitative research are words and actions. Words and actions are sources of data obtained from the field. Through observation activities, direct interviews with school principals, class teachers, and accompanying teachers.

Meanwhile, secondary data is obtained from reading sources and other sources consisting of personal letters, diaries, and official documents. The data sources obtained came from students and teachers. There are 14 students in the monthly class aged 4-5 years, two teachers, and the principal. By asking several questions through interviews.

Data collection techniques using observation, interviews, and documentation. By using data analysis techniques, data reduction is a method used by researchers in carrying out analysis to emphasize, shorten, focus, remove things that are not important, and organize the data in such a way. Data Display (Data Display) To get a clear picture of the overall data, we will ultimately be able to draw conclusions and Draw Conclusions and Verification (Conclusion Drawing and Verification). This research concludes data selection from the initial data collection process (Gunawan, 2022).

Result and Discussion

In this research, researchers want to know the use of finger painting as a learning medium to improve the development of the art of painting in early childhood at the TK Dharma Wanita Persatuan II Kadungrejo Bojonegoro. The number of students studied was 14, consisting of class A students, the principal, class teachers, and accompanying teachers. The research was conducted at the TK Dharma Wanita Persatuan II Kadungrejo Bojonegoro Kindergarten School. Interviews were conducted using semi-structured techniques, data revealed through interviews were complemented by observation results, and there were existing documents and archives.

Based on research on finger painting activities at the TK Dharma Wanita Pertama Persatuan II Kadungrejo Bojonegoro, in the first implementation, the teacher determines the appropriate media to be used in learning, the teacher prepares the RPPH, the teacher explains and gives an example first and organizes the tools and materials, namely colored paint, paper and pictures. Children are given instructions on how to make it first. The technique used to create paintings

and drawings of round motifs is by using the tip of the finger. Then, painting on paper by dipping the direction of the finger in paint and then falling it into the report, coloring with the finger, and drawing with colored paint, forming a work of art from the palm, children can freely mix the colors/color experiments provided, form images from their fingers to create an image, children can imagine and be creative, children color air balloons made of paper. Children tell about the works of art they made with their fingers and paint to form a painting.

The finger painting activity aims to improve the development of children's art of painting at the TK Dharma Wanita Persatuan II Kadungrejo Bojonegoro. The benefits children can get from finger painting activities are not only to improve the development of the art of painting but can also improve children's cognitive and motoric development. The finger painting activity aims to enhance the development of children's art of painting at the TK Dharma Wanita Persatuan II Kadungrejo Bojonegoro. The benefits children can get from finger painting activities are not only to improve the development of the art of painting but can also improve children's cognitive and motoric development. The finger painting activity aims to enhance the development of children's art of painting at the TK Dharma Wanita Persatuan II Kadungrejo Bojonegoro. The benefits children can get from finger painting activities are not only to improve the development of the art of painting but can also improve children's cognitive and motoric development.

Based on the results of observations regarding the development of children's painting art at the TK Dharma Wanita Persatuan II Kadungrejo Bojonegoro on Wednesday, 11 children were starting to develop (MB), and three children were not yet growing (BB). Furthermore, it was discovered that the observations on Thursday showed that the results of children's artistic development in painting showed that 11 children were developing according to expectations (BSH), and three children were starting to develop (MB). Meanwhile, the results of Friday's observations showed that the results of the development of children's painting art at the Dharma Wanita Pertama Kindergarten II Kadungrejo Bojonegoro showed that 11 children were developing very well (BSB), two children were growing according to expectations (BSH), and one child was starting to set (MB).

In implementing the finger painting activity at the TK Dharma Wanita Persatuan II Kadungrejo Bojonegoro, the first things that are prepared are the tools and materials used in the finger painting activity. Children are given instructions on how to make it first. Finger painting can develop expression through painting media using hand movements, develop fantasy, imagination, and creation, train hand/finger muscles, muscle and eye coordination, train skills in combining colors, develop feelings for hand movements, and cultivate beauty (Maghfuroh & Chayaning Putri, 2018). Techniques used are making round patterns with the tips of the fingers, making abstract pictures, stamping using the palms of the hands, making pictures of kites and balloons, and then coloring air balloons made of paper. The children tell about the works of art they have made with their fingers and paint by creating a painting. This activity aims to improve the development of

children's art of painting at the TK Dharma Wanita Persatuan II Kadungrejo Bojonegoro. The benefits children can get from finger painting activities are not only to improve the development of the art of painting but can also improve children's cognitive and motoric development.

Observations were carried out on Wednesday, Thursday, and Friday with the class teacher and accompanying teachers, Fiskhiyatul Lutfiyah and Alfin Nadhiroh. This finger painting activity was carried out for one hour of learning. The action begins with the teacher preparing the tools and materials needed in the form of paint, blank paper, picture paper, and air balloons made of paper. The child is given an example first, then follows, and the child can be creative with the available tools and materials. With children, make patterns, make scratches, paint pictures, and take pictures.

Conclusion

Stimulating children's artistic development through finger painting activities is very helpful in learning to stimulate creative growth. Children become more interested in learning activities so that children can participate in activities well. Finger painting activities can be an alternative to promote children's artistic abilities. Through finger painting activities, children can express various things according to the child's imagination through the pictures that the child makes. Stimulation through finger painting activities can train children to recognize, mix, and paint with colors. In this research, the achievements in finger painting activities can be said to be successful in developing and becoming a learning medium for creating art in early childhood.

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