

# The Improving Art Creativity through Color Exploration Activities at Perwari Kindergarten

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## Abstract

This study aims to describe how efforts to improve children's artistic creativity skills through finger painting activities to explore colors at Perwari Kindergarten. The subjects of this study were group B students totaling 26 children consisting of 12 boys and 14 girls. The research method used is class action research. Data collection techniques were carried out through two cycles. The results showed that there was an increase in children's artistic creativity abilities through color exploration activities. Evidenced by the results of the evaluation of first cycle showing an increase of 22.22% with the category as expected. Furthermore, the results of the second cycle evaluation showed an increase in presentation by 40% with the category developing as expected. So it can be said that color exploration activities at Perwari Kindergarten can improve children's artistic creativity abilities.

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## Introduction

In essence, early childhood (ECD) is an individual who is undergoing a rapid and fundamental development process for their future life. ECD is in the age range of 0-8 years, during this period the growth and development process in various aspects is experiencing a rapid period in the human life span. This period is also called the golden age, so that a lot of stimulation or stimulation is needed so that all the potential possessed by the child can develop optimally (Ramdini & Mayar, 2019). ECD education

aims for all aspects of child development to develop optimally, including in the scope of the art aspect. The level of achievement of the development of children aged 5-6 years (including early childhood) in the scope of the art development aspect is that children should be able to draw various forms, and paint in various ways and objects. One of the methods referred to is *finger painting*. *Finger painting* is a finger painting activity to train the development of imagination, refine fine motor skills, and hone artistic talent. Implementation of the activity *finger painting* can develop children's painting skills (Abdul, 2020). Children's activities coloring pictures with *finger painting* can develop children's creativity in painting objects according to the theme being studied, for example the theme of a place of worship, and the sub-theme of a mosque. Simple drawing activities in the form of a mosque using *finger painting* as part of the means of art education, it should be able to provide habits in its implementation, a creative, imaginative process and be able to express children's abilities (Wulandari, 2020).

Children aged 5-6 years are the most important period to stimulate brain growth. At this age, children also experience a sensitive period where children are very sensitive in receiving various things that can develop all the potential that exists in them. The sensitive period is a period of maturation of functions, both physical and psychological, which are ready to receive and respond to stimulation provided by the environment (2004 Curriculum for Kindergarten and RA, 2005: 1). In this period, for the first time, the first foundations in developing all aspects of ability are laid. Therefore, conditions and stimulation are needed that are in accordance with the needs of children, so that their growth and development can be achieved optimally. The first impressions obtained from direct experience will be immediately captured by children and will not be easily lost from children's memories. In addition, learning through experience (*learning by doing*) in the form of exploration and manipulation will make something obtained after the child learns something, will be remembered by the child for a relatively long time (*long term memory*), especially for pre-school children (Winataputra, 2007).

Through exploration activities, it makes it easier for children to understand something through concrete experiences. Seeing how rapidly children develop in the

early years of their lives and the challenges of the times, that is why Kindergartens are used as one form of early childhood education units that strive to develop all aspects of child development. These developmental aspects include habituation, morals, language, cognitive, physical, and motor skills. These aspects are expressed in art activities. Art skills need to be developed early on, because art can develop various potentials in children. This opinion is reinforced by Semiawan, who states that education through art can foster creativity, social sensitivity to the surrounding environment, refine emotional sensitivity, improve cognitive aspects and human development in harmony with human values and character dimensions (Sobandi, 2008). Through art, all aspects of development in children will develop optimally, because it is done in a more pleasant atmosphere. In addition, in art, children are free to be creative and express all the ideas they have. One indicator of cognitive ability in the field of art for group B developed in kindergarten is recognizing colors.

Implementation of learning activities about color knowledge, it turns out that some children in groups B1 and B2 at Perwari Kindergarten still experience difficulties. They still often make mistakes in naming new colors resulting from the process of mixing primary colors (red, yellow and blue). After being observed by the teacher, the cause is because the media that has been used so far is crayons or colored pencils, which sometimes the final result of mixing colors is difficult for children to describe. So that children experience difficulties in terms of color knowledge. To solve this problem, the researcher tried to overcome children's difficulties in terms of color recognition through art activities through science learning. Science learning is a combination of process skills and content (Jackman, 2012). The process is how children learn, while content is the knowledge they want to develop. Artistic creativity can be implemented in science learning. Through science learning, children will explore and create with their surroundings, while creativity in children needs to be recognized, nurtured, and developed (Sujiono, 2010: 13). Furthermore, Munandar (2009: 12) defines that creativity is a combination of associations based on existing materials and information into something meaningful and useful. A person is considered creative if he produces work that contains valuable elements (Halpern in Suharman, 2011: 7). Based on this

opinion, it is concluded that creativity is something that requires a process to be developed.

Artistic creativity is a person's ability to process to become creative in the field of art. Therefore, with the existing problems, the researcher feels that the activity of mixing colors is included in science learning which contains elements of artistic creativity. According to Pamadhi (2009) *finger painting* is a painting technique without using tools or in other words children use their fingers as a substitute for brushes or tools. Cahyati (2015) stated that finger painting is a painting technique using fingers on blank paper, with the aim of helping the development of children's creativity and training fine motor skills. These opinions can be concluded that *finger painting* is a finger painting activity. Benefits of this activity *finger painting* According to Pamadhi (2009), among others, 1) media to express emotions; 2) storytelling tools; 3) media for playing; 4) training memory; 5) training the ability to think comprehensively; 6) training precision in maintaining balance; 7) developing creativity; 8) developing fine motor skills; 9) training finger flexibility.

There is a difference in color recognition between children who learn using games *finger painting* with children who learn without using games *finger painting*. In addition, there is the influence of gaming activities *finger painting* on color recognition in AUD. The level of color recognition in AUD has an influence on producing artwork (Anggraini, Jaya, & Sofia, 2016). *Finger painting* can be defined as a type of drawing activity that is done by directly scratching colored dough (colored porridge) with the fingers freely on the drawing area, the limits of the fingers here are all the fingers, palms, up to the wrist. *Finger painting* very influential in early childhood painting. Painting is a language of expression of artistic and ideological experiences that uses color and lines, to express feelings, express emotions, movements, illusions or illustrations of a person's subjective condition (Prawesti, Herlina & Tahani, 2021). Through painting activities, children have the initiative to create a form of painting based on their own creations, children are able to display painting objects in their place, combine painting objects, are able to mix new colors, children are able to color the

painting according to the object, and are able to mix with gradation the perfect one (Widiyanto and Jatmikowati, 2020).

Finger painting influence on the development of preschool children. The art of painting finger painting can be applied as an effort to improve development in preschool-age children. Activities finger painting can be used as an alternative activity to replace painting tools such as paint brushes to make drawing activities more interesting for children. Finger painting can help children improve their development because this activity can train eye and hand coordination by using painting techniques that can make children's fingers more flexible, besides that finger painting can train children's memory and way of thinking (Ningtyas, 2022). The advantages of finger painting activities are that they are simple activities, according to children's needs, interesting and creative activities, and the goals and benefits of finger painting for the development of children's creativity (Marlina and Mayar, 2020). Learning with finger painting provide benefits so that children can more easily remember and understand learning materials on creativity in art. In addition, learning with finger painting can improve the quality of the teaching and learning process so that it can improve the quality of learning (Kurnia, 2017).

## **Material and Methods**

The type of method used by researchers uses classroom action research methods or PTK. Classroom action research comes from the English term Classroom Action Research, known by the abbreviation PTK, which is research conducted in the classroom by teachers or researchers to determine the effects of actions applied to a research subject in the classroom. Suyanto (2002) defines PTK as practical research to improve classroom learning. This improvement effort is carried out by taking action to find answers to problems raised from the activities of teachers and researchers in daily activities in the classroom.

In class action research, researchers are very directly involved in the learning process because researchers can observe from various problems that arise during learning until researchers find suitable learning themes to overcome problems in the

learning process. The purpose of researchers in conducting this class action research is to improve artistic creativity through exploring colors using water color paint media with finger painting activities.

The design of classroom action research activities chosen by researchers is in group B because researchers see in terms of activeness, creativity and discipline that make it easier for researchers to provide learning to explore colors through finger painting activities can be achieved with good results. This class action research was carried out in two cycles, cycle 1 and cycle 2 with a certain period of time. Classroom action research at Perwari Kindergarten researchers refer to Kemmis & Mc Taggart, the action research model developed by Kemmis & Mc Taggart seems still so close to the Kurt Lewin action research model, because in one cycle or in one round it also consists of four components such as the model carried out by Lewin including: (1) planning; (2) action; (3) observation; and (4) reflection. These four components are seen as strands of one cycle, therefore it can be interpreted that the cycle is a round of activities consisting of planning, action, observation and reflection. The subjects in this study were Group B Perwari Kindergarten with a total of 26 children with an age range of 5-6 years, consisting of 12 boys and 14 girls. The research time was conducted for 3 months, namely February - May 2025. This research was conducted at Perwari Cijulang Kindergarten.

## **Results**

The classroom action research at Perwari Kindergarten was carried out through two separate cycles with a period of time that the researcher had determined. The results of efforts to improve artistic creativity are divided into three parts, namely at the pre-cycle, cycle 1 and cycle 2 stages.

### **Pre-cycle**

Before conducting classroom action research, researchers took scores on children's artistic creativity by looking at the daily assessments that researchers conducted. Some Group B children still have difficulty focusing during learning so that

classroom conditions are not conducive. This can be seen when the teacher tells stories to children, but there are some children who pay less attention to the teacher.

On Monday, February 17, 2025 researchers carried out color exploration learning activities by coloring using color pencil media and theme magazine books with the theme of air vehicles. The results showed that some children were happy and developed with this learning. This is a consideration for further research. The results of efforts to improve art creativity in the pre-cycle are presented in the table as follows:

**Table 1. Art Creativity Ability in Pre-Classroom**

Number of children	BB	MB	BSH	BSB
26	57,	38,46	3,85	0%
Children	69%	%	%	

(Source: Research Data, 2025)

Based on table 1 above, it can be seen that the results of the pre-cycle on the 8 indicators that researchers have made show that efforts to improve artistic creativity can be seen from the total of 26 children who participated in getting BB scores there were 57.69% with a total of 15 children, MB 38.46% with a total of 10 children, BSH 3.85% with a total of 1 child and BSB 0% in accordance with indicators can pay attention to the instructions of the presenter, can choose colors by adjusting the colors in the pictures that have been provided, can produce striking colors. focus and thorough in doing their work, can complete their tasks in making finger painting artwork, can coordinate eye movements with their hands, can express artistic creativity through finger painting and maintain tidiness. focus and thorough in doing their work, can complete their tasks in making finger painting artwork, able to coordinate eye movements with hands, able to express artistic creativity through finger painting and maintain tidiness. With the high percentage at the MB score of 57.69%, this situation becomes a basis for researchers to take action in order to improve artistic creativity. Based on the results of learning observations, the researcher and the team together designed actions for learning activities in Cycle 1. Based on the above observations, it

was agreed that the actions to be taken to improve artistic creativity by exploring colors using the finger painting method on illustrated paper.

### **Cycle 1**

#### **a. Planning**

Based on the results of discussions between researchers and teachers of Group B TK Perwari Cycle 1 was held on Thursday, March 13, 2025. With the Topic "Ramadan" and Sub Topic "Mosque". Previously, researchers had prepared documents that would be used for research including the following: make a learning implementation plan (RPP) that will be used during cycle 1, prepare learning tools and media that will be used in accordance with the written lesson plan, making observation instruments as a measure of increasing artistic creativity in children, making interview instruments for class teachers related to class action research.

#### **b. Implementation**

In this implementation stage, which is an implementation that has been designed by researchers, namely carrying out classroom actions such as initial activities, core activities and final activities.

1. Early Activities. Early activities begin with children lining up to enter the classroom and checking tidiness, singing habituation songs, opening and researchers taking attendance; Children listen to researchers who explain today's theme. Then the researcher invites children to pray together and make an agreement or class commitment during learning activities, after which the researcher invites children to discuss the mosque around the Perwari Kindergarten environment.
2. Core Activities. Researchers invite children to observe the tools and materials to be used and introduce various primary and secondary colors used by researchers to explore colors to children. After that, the researcher tells the steps to carry out finger painting, namely: first the researcher gives the paper with the mosque picture to the child then the child takes the color paint using the fingers that will be used for finger painting the mosque picture.

3. Final Activity. This Final Activity is carried out after students take a break and play together in the school yard, the researcher asks the child's feelings after doing today's play activities and informs tomorrow's activities.

### c. Observation

Observation is carried out in accordance with the ongoing action, namely when children explore colors with their fingers. Researchers use instrument guides that have been prepared to determine children's artistic creativity through class action activities. Art creativity in children can be assessed broadly, but in this class action research, researchers will assess based on the ability of the indicators above to pay attention to the instructions of the speaker, can choose colors by adjusting the colors in the pictures that have been provided, can produce striking colors. Focused and thorough in doing their work, can complete their tasks in making finger painting artwork, able to coordinate eye movements with hands, able to express artistic creativity through finger painting and maintain tidiness. The results of observations of efforts to improve artistic creativity in children in Cycle I are presented in table 2 as follows:

**Table 2: Art Creativity Ability in Cycle I**

Number of children	BB	MB	BSH	BSB
18	11,	61,11	22,22	5,55
Children	12%	%	%	%

(Source: Research Data, 2025)

From the results of the values in table 2 above, it shows that efforts to improve artistic creativity through finger painting activities Cycle I can be seen from the total of 18 children who participated in finger painting activities that at BB value there were 11.12% with a total of 1 child, MB 61.11% with a total of 12 children, BSH 22.22% with a total of 4 children and BSB 5.55% with a total of 1 child in accordance with the indicators can pay attention to the instructions of the presenter, can choose colors by adjusting the colors in the pictures that have been provided, can produce striking colors. focus and thorough in doing their work, can complete their tasks in making finger painting artwork, can coordinate eye movements with their hands, can express artistic

creativity through finger painting and maintain tidiness. focus and thorough in doing their work, can complete their tasks in making finger painting artwork, able to coordinate eye movements with hands, able to express artistic creativity through finger painting and maintain tidiness. The average increase in artistic creativity in Cycle I reached a BB value of 11.12% with 1 child, MB 61.11% with 12 children, BSH 22.22% with 4 children and BSB 5.55% with 1 child, with this value including sufficient criteria. These results have increased when compared to the Pre-Cycle, where the BB value was 57.69%.

In cycle 1 there were some children who still did not meet the criteria for indicators that had been made by researchers, but some children also showed their tenacity in doing finger painting. During learning there were also some children who did not focus on listening and paying attention to the explanation from the teacher and were busy chatting with their friends. This causes learning to be not conducive, so that some children who are focused on listening are also not conducive to learning. Children not listening to the teacher while learning can be caused by various factors, such as concentration disorders, language difficulties, or disturbances in the surrounding environment. Concentration disorders children's attention is easily distracted, children are not able to last long listening to teacher lectures, children have difficulty doing tasks. However, Alhamdulillah, with the guidance of Perwari Kindergarten teachers, cycle 1 activities can run well and smoothly accompanied by the children's cheerfulness which makes learning activities more enjoyable.

#### **d. Reflection**

Reflection on Cycle 1 was carried out by researchers and teachers at the end of Cycle 1 activities. In this reflection, the obstacles that occurred after the research took place were discussed.

#### **Cycle 2**

In cycle 2 is the result of reflection from cycle I, namely by forming small groups. Small groups of four children to explore colors through finger painting activities. Cycle 2 was held on Wednesday, March 19, 2025. With the Topic "Ramadan" and Sub Topic "Mosque". Previously, researchers had prepared documents that would be used for

research including the following: making a learning implementation plan (RPP) that will be used during cycle 2, preparing learning tools and media that will be used in accordance with the written lesson plan, making observation instruments as a measure of increasing artistic creativity in children, making interview instruments for class teachers related to class action research. in cycle 2 the children were so enthusiastic about following the course of learning, some children had mostly reached the predetermined indicators, children became cooperative with activities that were more well planned and organized, children also dared to ask when there was material that children did not understand. So that after being compared with the previous Cycle 2, in this cycle 2 there was a significant increase. The following can be shown in the table as follows:

**Table 3. Art Creativity Ability in Cycle 2**

Number of children	BB	MB	BSH	BSB
15 Children	6,6 6%	6,68%	40%	46,66 %

(Source: Research Data, 2025)

Based on the results of Cycle 2, it can be seen that the percentage of children's artistic creativity in table 3 above. This means that the achievement of artistic creativity in 8 indicators, namely being able to pay attention to instructions from the speaker, being able to choose colors by adjusting the colors in the pictures that have been provided, can produce striking colors. Focus and thorough in doing their work, can complete their tasks in making finger painting artwork, able to coordinate eye movements with hands, able to express artistic creativity through finger painting and maintain tidiness. Based on these results, it can be concluded that the average achievement of the percentage of BSH and BSB scores increased well marked in the BSH pre-cycle value of 3.85%, cycle I 22.22%, and cycle 2 40%, then at the BSB value from 0% pre-cycle, cycle I to 5.5% to get good grades in cycle ii to 46.66%. With the BSB value achieved quite high than the BB, MB and BSH values, efforts to improve artistic creativity in children through finger painting activities with watercolor media have improved well from before and are included in the good criteria. Thus it can be

concluded that in cycle 2 children have reached the criteria for completeness and no follow-up cycle is needed.

In the implementation of this cycle, it shows that the skills to improve children's artistic creativity through finger painting activities at Perwari Kindergarten have increased. This can be seen from the recapitulation of the comparison of the achievement of finger painting art creativity skills for each cycle in table 4 below:

**Table 4. Recapitulation of Comparison of Achievement of Each Cycle**

o.	Cycle	BB	M	B	BS
		B	SH	B	
.	Pre-cycle	57, 69%	38, 46%	3, 85%	0 %
.	Cycle 1	11, 12%	61, 11%	2 2,22%	5,5 5%
.	Cycle 2	6,6 6%	6,6 8%	4 0%	46, 66%

(Source: Research Data, 2025)

Based on the results of research conducted in Group B Perwari Kindergarten which was conducted twice a meeting in two cycles. Cycle 1 and Cycle 2 with the same topic, namely Ramadan. It shows that efforts to improve artistic creativity in children through finger painting activities have increased significantly. This can be seen in the results marked from the BSH pre-cycle value of 3.85%, cycle 1 22.22%, and cycle 2 40%, then at the BSB value from 0% pre-cycle, cycle 1 to 5.5% to get good grades in cycle 2 to 46.66% with a high enough presentation value at the BSH and BSB values, it has met the achievement of indicators.

## Discussion

The implementation of classroom action research carried out at Perwari Kindergarten is a research conducted with 2 cycles, namely cycle 1 and cycle 2, each cycle consists of planning, implementation, observation and reflection. The data that has been obtained through research results in pre-cycle, cycle 1 and cycle 2 is well done in accordance with the planning that has been made before. The results obtained in cycle 1 experienced a significant increase, but the learning process still experienced many obstacles and shortcomings so that the research team wanted to maximize

improvement activities and continue in cycle 2. Based on the two cycles carried out in this class action research, data from pre-cycle, cycle 1, and cycle 2 show an increase in development, especially in increasing children's artistic creativity. During the activity, children explore colors happily, seen from the expressions and attitudes of children who are very enthusiastic during learning.

In general, color exploration activities at Perwari Kindergarten can be said to be quite effective in improving children's artistic creativity. The proof is that in cycle 1 there was a significant increase, but there are still obstacles and shortcomings in the learning process. The results of the art creativity improvement test at meeting 1 in cycle 1 we found that there were 1 child with a percentage of 11.12% whose artistic creativity had not developed (BB), 61.11% with a total of 12 children starting to develop (MB), 22.22% with a total of 4 children developing as expected (BSH) and 5.55% with a total of 1 child developing very well (BSB). This means that after the action or intervention of cycle 1 there was an increase in children's artistic creativity that developed as expected so that it can be categorized that children's interest in learning is still in the category of not good. So the researcher continued the research to cycle 2. In this cycle, improvements were made from using paint that was not excessive and increasing children's learning in a more fun way.

Based on the results of cycle 2, the achievement of the percentage of BSH and BSB scores increased well, marked in the BSH pre-cycle value of 3.85%, cycle 1 as much as 22.22%, and cycle 2 as much as 40%. Then at the BSB value from the pre-cycle 0%, cycle 1 to 5.5% to get a good score in cycle 2 to 46.66%. With the BSB value achieved quite high than the BB, MB and BSH values, efforts to improve artistic creativity in children through color exploration activities with watercolor media can be said to have improved well from before and entered the good criteria. Thus it can be concluded that in cycle 2 children have reached the criteria for completeness and no follow-up cycle is needed. This means that based on the analysis of these two cycles, it can be concluded that color exploration activities have an important role in improving artistic creativity in early childhood.

Basically, this color exploration activity can help children improve their artistic creativity through their fingers that are used to smear each color on the paper according to their creativity. Creativity is shown by a person's ability in everyday life to be associated with something special or a form of achievement in making new things or changing something that already exists into something new, finding solutions in solving problems, and being able to see opportunities in making new ideas that have never existed (Maulana, 2019). Art is one of the aspects of child development that must be developed in early childhood education. Art development will affect the development of other aspects such as cognitive which trains children to think critically. Early childhood likes color and beauty because in children there is an artistic soul (Ramdini, 2019). The goal is to hone children's creativity by practicing focus, hand and eye movements. Ultimately, these skills can support children's ability to think critically in the pre-school phase. Furthermore, artistic creativity is often defined as the ability to produce something new, both ideas and real work, which is different from what already exists. An expert such as Munandar (1999) sees creativity as the ability to produce different ideas and works. Conversely, if there is a weakness in artistic creativity in children, it can hinder children in solving their problems in the future. Less creative people tend to see only the more conventional options in a situation. In a difficult negotiation, for example, an uncreative person will limit their thinking to nothing.

## **Conclusion**

Classroom action research conducted at Perwari Cijulang Kindergarten in an effort to improve artistic creativity in children runs conductively through several cycles, namely pre-cycle, cycle I and cycle II. In this activity, children carry out color exploration to increase their creativity. Children are made into 4 groups with 1 supervising teacher each, observations are carried out simultaneously with classroom action research taking place in each cycle. This PTK activity was ended in cycle II because it was deemed sufficient or the child had met the standard indicators that had been made. This can be seen in the results marked from the BSH pre-cycle value of 3.85%, cycle I which is 22.22%, and cycle 2 which is 40%, then at the BSB value from

the pre-cycle 0%, cycle I to 5.5% to get good grades in cycle II to 46.66% with a high enough presentation value at the BSH and BSB values, it has met the indicators. In this case, classroom action research carried out in group B of Perwari Kindergarten using finger painting media can improve children's artistic creativity.

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