

# Improving Children's Fine Motor Skills Through The Finger Painting Method Group B AT Setiaratu Kindergarten Parigi

**Ai Teti Wahyuni<sup>1</sup>, Nurina Fadilatu Shaumi<sup>2</sup>, Siti Lu Jayyin<sup>3</sup>, Uminah<sup>4</sup>, Rosita Wulandari<sup>5</sup>,  
Eha Solehah<sup>6</sup>**

<sup>1,2,3,4,5</sup> STITNU Al- Farabi Pangandaran , Pangandaran , Indonesia

<sup>1</sup>Email: [aiteti317@gmail.com](mailto:aiteti317@gmail.com)

<sup>2</sup>Email: [nfadilatushaumi@gmail.com](mailto:nfadilatushaumi@gmail.com)

<sup>3</sup>Email: [sitilujayyin@gmail.com](mailto:sitilujayyin@gmail.com)

<sup>4</sup>Email: [uminahneng@gmail.com](mailto:uminahneng@gmail.com)

<sup>5</sup>Email: [rositawulandari0697@gmail.com](mailto:rositawulandari0697@gmail.com)

<sup>6</sup>Email: [ehasolehah005@gmail.com](mailto:ehasolehah005@gmail.com)

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## Abstract

Study action class This aiming For describe improvement ability motor fine child through activity finger painting with use material paint color . type study This is study action class (PTK). Subject study This is participant educate Class B at Setiaratu Kindergarten , which consists of 15 children , consisting of 10 children women and 5 children men. Data collection techniques used in this study This is cycle I and cycle II. Observation and interview done to children and teachers, along with documentation in the form of Photo activity child in process and results learning used as supporting data . Research results show that there is improvement ability motor fine through finger painting activities using watercolor media. Based on results evaluation improvement motor fine child through Finger Painting activities at Setiaratu Parigi Kindergarten have begun increase , things This seen in participants educate during activities in the pre-cycle show The figure of 13.33% that has not developed (BB) then in cycle 1 rose to 33.33% and in cycle II increased to 33.33% to 73.33%. From the description above , then can concluded that finger painting activities using watercolor media can increase ability motor fine children at Setiaratu Kindergarten.

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## Introduction

Education is a medium for the transformation of values and knowledge and plays a role as the founder of human culture and civilization. Education is associated with efforts to develop and advance the potentials (mental and physical) possessed by every

human being, without exception and without prioritizing the various potentials that exist. Education aims, by developing and maintaining all these possibilities, to bring humans to a level of culture that maintains the essence of humanity (Fu'ad Arif Noor, 2015: 415). Education is the most important problem in human life.

Education is one of the factors that influence human development. Therefore, it is expected to help minimize all negative things that can pollute human nature (Subar Junanto, 2016: 178). Children are supported to gain more knowledge about themselves and their environment and learn various skills needed for their future development. Learning activities are carried out by playing and aim to develop all abilities related to mental attitudes, social attitudes, knowledge and skills. According to Yuliani (2011: 6), early childhood education focuses on building the foundation for physical growth and development (gross and fine motor coordination) and intelligence (thinking, creativity, emotional intelligence, spiritual intelligence), socio-emotional (behavior and religious attitudes), language and communication, depending on the uniqueness and stage of development of early childhood.

In essence, early childhood education is education that is organized with the aim of encouraging the growth and development of children as a whole. In order for the brain to function optimally, early stimulation is needed. Therefore, PAUD provides opportunities for children to develop their personality and potential optimally through various activities that can encourage aspects of child growth and development (Inanna, 2018:28).

Early childhood is often referred to as the golden age *because* of the rapid growth and development of intelligence, motor skills, intellectual development, social-emotional, language, and art. This occurs when the child is in the womb at a young age, namely between the ages of 0 and 6 years. However, the period from infancy to birth, up to the age of 4 years, is a very important period. During this period, the child's brain develops very rapidly. Therefore, there needs to be more attention to children from an early age. The form of attention includes providing direct education from parents or through early childhood education institutions. Therefore, this early development is very important for further development (Chanifudin, 2016: 1415).

Early childhood has unique and different characteristics, namely always enthusiastic and curious about what is seen, felt, and heard, always active, and enjoys learning and exploring. Children can be motivated to develop through fun learning. The characteristics of childhood are as follows.

(1) High curiosity of children (2) Unique personality (3) Likes to imagine and fantasize (4) Potential time for children (5) Selfish attitude (6) Weak concentration (7) part of social existence (Ani Oktarina, 2020:187). Early childhood experiences a golden age where children begin to be sensitive to receiving various stimulations and various educational efforts from the environment, both intentional and unintentional (Yusuf, 2020: 50).

Every child needs a strong foundation to support their development so that in the future all children can grow as they wish. Children's education methods must be taught consistently and continuously so that they can continue to explore themselves and learn about themselves and their environment. As a mandate and trust, children are one of the most valuable gifts from Allah SWT (Jaberia, 2022:16).

Kindergarten (TK) is an early childhood education unit in the formal education path that teaches children aged four to six years. Their physical motor skills develop rapidly in kindergarten. One component that must be considered in early childhood development is motor development. Physical motor development is as important as other development components, and can be used as the first benchmark to determine a child's growth and development. Motor development is the development of the ability to control physical movements through the coordination function of muscles, nerves, and nerve centers.

The gross and fine motor physical aspects must be trained. Eight signs indicate gross motor aspects: (1) going up and down stairs; (2) jumping; (3) running; (4) balance and agility; (5) imitating eye-foot-head movements in imitating dance or gymnastics; (6) playing physical games with rules; (7) being skilled at using the right and left hands; (8) doing cleaning activities (Sulaiman, 2019:55).

Fine motor skills are a very important component of development to be trained optimally. Fine motor skills include the ability to use finger muscles effectively in

actions such as folding, grasping, pinching, and sticking.

Because many activities require skills, fine motor skills are one of the developments that must be considered in early childhood. such as daily activities, both at school and outside of school. Children use their fine motor skills to write, draw, color, and do other things. They also use their fine motor skills in daily activities, such as holding a spoon, taking plates and glasses, pouring water, tying shoelaces , and so on. So, fine motor development is important to pay attention to because it helps children learn to do other coordinated movements through muscles and nerves in preparation for the next level.

For children, playing that improves their fine motor skills is very enjoyable. There are many activities that improve fine motor skills, such as painting, stamping, coloring and many more. Therefore, in Kindergarten, fine motor skills must be developed to train hand strength and eye and hand muscle coordination. If fine motor development does not develop well, children will have difficulty controlling their hands. This is what causes children to fall when holding something because their hands are stiff and not flexible.

Based on observations of group B student learning at Setiaratu Parigi Kindergarten, consisting of 15 students. Researchers found that children have poor fine motor skills. The data shows that the fine motor skills of children in group B at Setiaratu Kindergarten are still low. There are 13 children who have not met the standard (BB), 2 children who have met the standard (MB). And for the standards (BSH) and (BSB) have not met the standard value. Children often complain of being unenthusiastic or tired when given fine motor tasks and ask the teacher for help to complete them. If the child does it himself, the results are not good. This is shown by the work done during the activity.

During this period, teachers use coloring, drawing, and writing techniques more often to improve students' fine motor skills. Children get bored easily while learning because fine motor activities such as *Finger Painting* are rarely given attention. So, in order for children's developmental achievements to develop well, their fine motor skills must be improved.

Based on the description above, the researcher wants to conduct a study entitled, "Improving Children's Fine Motor Skills Through the *Finger Painting Method* Group B at Setiaratu Kindergarten in the 2024/2025 Academic Year".

## Materials and Methods

This study uses the classroom action research (CAR) method, abbreviated as PTK. The characteristic of CAR is the existence of certain actions to improve the teaching and learning process in the classroom. According to Arikunto (Suyadi, 2012:18), CAR is a combination of the meaning of the words "research, action and class". Research is an activity of observing an object, using certain methodological rules to obtain data that is useful for researchers and others for the common good. Furthermore, action is a treatment that is deliberately applied to an object with a certain purpose which in its application is arranged in several periods or cycles. The class is a place where a group of students learn together from the same teacher in the same period. The use of this research method aims to improve learning activities in PAUD units by providing certain actions that are deliberately carried out to determine the level of development and improvement of fine motor skills of children in group B of Setiaratu Parigi Kindergarten. This research will be carried out for II cycles, namely cycle I and cycle II with 4 meetings. The research model in this action is the Stephen Kemmis and Taggart cycle which has four stages, namely the planning stage, the implementation stage, observation, observation, reflection.

## Results

This researcher found results during II cycle with 4 meetings.

**Table 1.1** *Finger Painting Pre Cycle*

BB	MB	BSH	BSB
86.66%	13.33%	-	-

( Source : Results Study, 2025)

**Table 2.1** *Cycle 1 Meeting 1 Finger Painting*

BB	MB	BSH	BSB

66.66%	33.33%	-	-
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( Source : Results Study, 2025)

**Table 3.1** Cycle 1 Meeting 2 *Finger Painting*

<b>BB</b>	<b>MB</b>	<b>BSH</b>	<b>BSB</b>
26.66%	60%	13.33%	-

( Source : Results Study, 2025)

**Table 4 . 1** Cycle 2 Meeting 1 *Finger Painting*

<b>BB</b>	<b>MB</b>	<b>BSH</b>	<b>BSB</b>
6.67%	26.66%	53.33%	13.33%

( Source : Results Study, 2025)

**Table 5.1** Cycle 2 Meeting 2 *Finger Painting*

<b>BB</b>	<b>MB</b>	<b>BSH</b>	<b>BSB</b>
-	6.66%	20%	73.33%

Based on the results during the second cycle with 4 meetings, the child's development in each meeting always developed.

## Discussion

Based on results of initial observations and interviews conducted In Setiaratu Parigi Kindergarten, it is known that children show delays in their fine motor skills, meaning that in accordance with the expectations of an educator, that during the learning process of using fine motor skills, students are less skilled in using the media provided. Of the 15 students, only 2 children began to develop fine motor skills, which was marked by their ability to make paintings using their hands properly and accurately. There were 13 students who had not yet developed.

Based on observations of the problems above, researchers work together with teachers to take action to improve children's fine motor skills. *Finger Painting method skills* are considered to be able to improve fine motor skills in early childhood. Researchers try to find a way out of the problem by trying to improve learning through classroom action research (CAR). Research Action Class (PTK) implemented on students aged 4-6 years or group B of Setiaratu Parigi Kindergarten. This research was

conducted in 2 cycles, namely cycle I and cycle II, each conducted in 2 times of meeting. Cycle I meeting I was held on Monday, March 03, 2025. Cycle I meeting II was held on Tuesday, March 11, 2025. Whereas cycle II meeting I implemented on Monday date 17 March 2025. Cycle II meeting II was held on Thursday, March 20, 2025.

In the initial conditions before the classroom action research was conducted, the fine motor skills of children in Setiaratu Parigi Kindergarten were still low. This can be seen from the results of the daily and weekly assessments conducted by the researcher. Children in group B still had difficulty when asked to write. This is caused by the learning media factor which is still not creative enough.

Researchers found that the *finger painting method* is one way to improve fine motor skills. Researchers found that *the finger painting method* is one way to improve fine motor skills. *finger painting* is an activity that involves the motor skills of the child's fingers to the wrist, which means that this activity indirectly trains fine motor skills in the part of the hand that is involved.

### **Cycle I Meeting I**

#### **A. Planning**

Based on the discussion between the researcher and Mrs. Heni as the teacher of group B of Setiaratu Parigi Kindergarten, the researcher has prepared and compiled several needs that will be used, so the researcher can describe them as follows:

1. Prepare a Daily Learning Implementation Plan (RPPH) that will be used
2. Prepare the tools and media to be used in accordance with the RPPH
3. Creating an observation instrument to measure the improvement of children's fine motor skills.

#### **B. Implementation**

Implementation in cycle I meeting I, this meeting was held on Monday, March 3, 2025. Learning activities include painting using paint media (wood glue).





**Figure 1.1** Implementation of PTK Cycle I Meeting I

#### C. Observation

At the same time, the researcher conducted observations by filling out the prepared instrument, namely an observation sheet on the readiness of students during the activity and assessing the improvement of children's fine motor skills. Children's fine motor skills can be assessed based on the results of the child's work, after observations were made on the improvement of children's fine motor skills followed by 15 students.

#### D. Reflection

The results of the reflection on cycle I meeting I can be detailed as follows :

1. Teacher Still not enough to code group B, thing can seen from lack of concentration child in activity learning and still There is children playing alone and fun alone in class.
2. In do Still need time, there is a number of the stages that should be done with quite a long time only done with short time because time that is not in accordance with timetable.
3. Participant educate Still in stage adjuster in skills paint so that they there are still some Not yet understand that's right in instructions that have been given .
4. Finger Painting is the result Not yet as expected , but Already show developments in several child.

#### **Cycle I Meeting II**

##### A. Planning

The action planning to be carried out in this cycle is based on the results of reflection



in cycle I, meeting I. In this cycle, the researcher places more emphasis on the steps for painting using wood glue. Planning cycle I Meeting II

1. Prepare a Daily Learning Implementation Plan (RPPH) that will be used
2. Prepare the tools and media to be used in accordance with the RPPH
3. Creating an observation instrument to measure the improvement of children's fine motor skills

#### B. Implementation

Implementation in cycle I Meeting II, this meeting was held on Tuesday, March 11, 2025. The learning activity was Painting Mountains using Paint (Wood Glue).



**Figure 2.1** Implementation of PTK Cycle I Meeting II

#### C. Observation

At the same time, the researcher conducted observations by filling out the prepared instrument, namely an observation sheet on the readiness of students during the activity and assessing the improvement of children's fine motor skills. Children's fine motor skills can be assessed based on the results of the child's work, after observations were made on the improvement of children's fine motor skills followed by 15 students.

#### D. Reflection

The results of the reflection on cycle I meeting II can be detailed as follows:

1. In do Still need time , there is a number of the stages that should be done with quite a long time only done with short time because time that is not in accordance with timetable.
2. Participant educate Still in stage adjuster in finger painting skills so that they there

are still some Not yet understand that's right in instructions that have been given.

3. Finger painting is the result Not yet as expected , but Already show developments in several child.

## **Cycle II Meeting I**

### **A. Planning**

The action planning to be carried out in this cycle is based on the results of reflection in cycle I, meeting I. In this cycle, the researcher places more emphasis on the steps for painting using wood glue. Planning cycle I Meeting II

1. Prepare a Daily Learning Implementation Plan (RPPH) that will be used
2. Prepare the tools and media to be used in accordance with the RPPH
3. Creating an observation instrument to measure the improvement of children's fine motor skills.

### **B. Implementation**

Implementation in cycle I Meeting II, this meeting was held on Tuesday, March 11, 2025. The learning activity was Painting Mountains using Paint (Wood Glue).



**Figure 3.1** Implementation of PTK Cycle II Meeting I

### **C. Observation**

At the same time, the researcher conducted observations by filling out the prepared instrument, namely an observation sheet on the readiness of students during the activity and assessing the improvement of children's fine motor skills. Children's fine motor skills can be assessed based on the results of the child's work, after observations were made on the improvement of children's fine motor skills followed by 15 students.

#### D. Reflection

1. At this stage, the learning process is still not good enough, as indicated by the fact that some students have not yet begun to concentrate on painting activities.
2. Students are sometimes still not comfortable and enthusiastic about this learning activity.
3. In terms of time, this activity is not yet optimal in terms of schedule efficiency.

The results of the reflection of cycle II can be understood that in this cycle almost all children have been able to independently do *Finger Painting* neatly. Based on the results of the reflection, it can be concluded that in the implementation of cycle II, meeting I, the learning pattern was in accordance with what was expected.

#### Cycle II Meeting II

##### A. Planning

The action planning to be carried out in this cycle is based on the results of reflection in cycle II meeting II. In this cycle, the researcher emphasizes more on the steps to make Finger Painting using watercolors. Planning cycle II meeting II

1. Prepare a Daily Learning Implementation Plan (RPPH) that will be used
2. Prepare the tools and media to be used in accordance with the RPPH
3. Creating an observation instrument to measure the improvement of children's fine motor skills.

##### B. Implementation

Implementation in cycle II meeting II, this meeting was held on Thursday, March 20, 2024.



**Figure 4.1** Implementation of PTK Cycle II Meeting II

### C. Observation

At the same time, the researcher conducted observations by filling out the prepared instrument, namely an observation sheet on the readiness of students during the activity and assessing the improvement of children's fine motor skills. Children's fine motor skills can be assessed based on the results of the child's work, after observations were made on the improvement of children's fine motor skills followed by 29 students.

### D. Reflection

1. At the stage this is a learning process Already Enough Good in matter this is marked with part participants educate Already start concentration in activity *Finger Painting*.
2. Participant educate Already start comfortable and enthusiastic with existence activity learning This.
3. In terms of time activity This quite optimal in efficiency the schedule.

The results of the reflection of cycle II can be understood that in this cycle almost all children can be independent in doing *Finger Painting*. Based on the results of the reflection, it can be concluded that in the implementation of cycle II the learning pattern is in accordance with what is expected so that the action ends in the implementation of cycle II.

### Complete Cycle Findings

The implementation of this research is a research (PTK), which is carried out with 2 cycles, namely cycle 1 and cycle II, each cycle consists of planning, implementation, observation and reflection. The data that has been obtained through the results of research in the pre-cycle, cycle 1 and cycle II were carried out well. In cycle I there was a significant increase but in the learning process there were still many obstacles and shortcomings so that researchers wanted to maximize improvement activities in cycle II.

In cycle II, the researcher explained the activity process in more detail, slowly, and not in a hurry so that students became more focused and enthusiastic about new things that they had never gotten before. The researcher also gave motivation to

students in the form of praise and encouragement so that students were more confident and focused on completing their activities.

## **Conclusion**

*Finger Painting* method is one of the effective approaches to improve fine motor skills of early childhood in Group B of Setiaratu Kindergarten. Through finger painting activities, children can train hand and eye coordination, finger muscle strength, as well as creativity and sensory sensitivity. This activity provides a fun experience and stimulates children's emotional development. The results of observations show that children are more enthusiastic and active when participating in *finger painting* activities. Therefore, *finger painting* can be used as the right learning method to support children's growth and development in fine motor aspects.

Not only in terms of physical skills, the *finger painting method* also has a positive impact on the social and emotional aspects of children. The process of painting with fingers in a fun atmosphere encourages children to be more free to express themselves, dare to try, and be able to work together and interact with peers. Thus, this method not only supports the development of fine motor skills, but also becomes a holistic learning tool in accordance with the characteristics and developmental needs of early childhood. Based on these results, it can be concluded that *Finger Painting* is a creative, fun, and effective learning method in developing children's fine motor skills. Teachers at Setiaratu Parigi Kindergarten and other early childhood education institutions are highly recommended to continue to develop and implement learning methods based on direct and exploratory activities like this, in order to support optimal child development.

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