

# **IMPROVING FINE MOTOR ABILITIES THROUGH FINGER PAINTING ACTIVITIES AT THE AGE OF 5-6 YEARS AT PAUD CEMPAKA PETUKANGAN SELATAN**

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## **Abstract**

At PAUD Cempaka Petukangan Selatan, the fine motor skills of children aged 5 to 6 years are still relatively low, one of the reasons is that children cannot look good when doing activities such as drawing and folding. This is the main reason researchers improve fine motor skills. One way is to use finger painting activities. Painting with fingers is one way to improve children's fine motor skills. Because choosing the right method can help educators succeed. This research aims to determine the success of implementing finger painting activities to improve fine motor skills through finger painting activities and to find out whether it is possible to develop fine motor skills in children aged 5-6 years at PAUD Cempaka Petukangan Selatan. This type of research is called classroom activity research, which focuses on classroom situations, or what is usually called classroom action research. Data collection tools consist of observation, interviews and documentation. Analyze classroom action survey data in a series of multicycle steps. This cycle consists of four stages: planning, taking action, observing, and reflecting

**Keywords:** Fine Motor Skills, Finger Painting

## **Abstrak**

Di PAUD Cempaka Petukangan Selatan, kemampuan motorik halus anak usia 5 hingga 6 tahun masih tergolong rendah, salah satu penyebabnya adalah anak belum dapat terlihat baik saat melakukan aktivitas seperti menggambar dan melipat. Inilah alasan utama peneliti meningkatkan keterampilan motorik halus. Salah satunya adalah menggunakan kegiatan melukis dengan jari. Melukis dengan jari merupakan salah satu cara untuk meningkatkan kemampuan motorik halus anak. Karena pemilihan metode yang tepat dapat membantu keberhasilan pendidik. Penelitian ini bertujuan untuk mengetahui keberhasilan pelaksanaan kegiatan finger painting untuk meningkatkan keterampilan motorik halus melalui kegiatan finger painting dan mengetahui apakah mungkin untuk mengembangkan keterampilan motorik halus pada anak usia 5-6 tahun di PAUD Cempaka Petukangan Selatan. Jenis penelitian ini disebut dengan penelitian aktivitas kelas, yang berfokus pada situasi kelas, atau biasa disebut dengan penelitian tindakan kelas. Alat pengumpulan data terdiri dari observasi, wawancara, dan dokumentasi. Analisis data survei tindakan kelas dalam serangkaian langkah multisiklus. Siklus ini terdiri dari empat tahap: perencanaan, pengambilan tindakan, pengamatan, dan refleksi.

**Kata Kunci:** Motorik Halus, Melukis Dengan Jari

## **INTRODUCTION**

Early childhood education (PAUD) is essentially education that is organized with the aim of facilitating the growth and development of children as a whole, emphasizing the development of all aspects of children's personalities. Therefore, Early Childhood Education provides opportunities for children to develop their personality and potential to the maximum (Suyadi, 2013).

The 2009 Curriculum of the Minister of Education and Culture of the Republic of Indonesia No.58 regarding fine motor aspects explains that children of this age should be able to do activities that involve their eye and hand coordination skills. Where at this age you must be able to do activities to make vertical, horizontal, left/right curves, left/right tilts and circles, trace shapes, coordinate eyes with hands to perform complicated movements, perform manipulative movements to produce a shape using various media and express yourself by making art using various media.

Motor development is one of the most important factors in the overall development of children. Physical development is closely related to children's motor development. Motor is the development of controlling body movements through coordinated activities between the nervous system, muscles, and brain. Aspects of child development, especially physical motor development, are very important to practice coordination of movements involving body parts. The aspects of motor development are divided into two, namely gross motor and fine motor. Gross motor emphasizes body coordination in the movements of large muscles such as jumping, running and rolling, while fine motor emphasizes hand muscle coordination or flexibility (Harianja et al., 2023).

Fine motor skills are activities that use the fine muscles of the hands. These movements require speed, precision and movement skills. Fine motor skills are commonly used in indoor learning activities (Sujiono, 2009). The problem currently experienced related to the motor aspect is that fine motor skills have not shown optimal fine motor development. Children's fine muscle movement skills are still rigid, children tend not to complete learning tasks independently. One of the factors causing this is the lack of opportunities for children to explore various media and the lack of variety of activities, thus causing fine motor skills in children to be very poor (Sutini et al., 2015).

According to the World Health Organization (WHO), 5-25% of preschoolers experience mild brain dysfunction, such as fine motor developmental disorders. A total of 85,779 (62.02%) preschoolers have fine motor developmental disorders, of which 16% of children have developmental disorders both fine and gross motor impairments, hearing impairments, language delays, and lack of intelligence suffer from diseases. In 2010, as many as 11.5% of children under the age of 5 in Indonesia suffered from growth and development disorders (Ministry of Health of the Republic of Indonesia, 2010).

Activities to Develop Fine Motor Skills Children are often stuck with pencil on paper activities. This makes activities monotonous and affects hand skills, eye coordination, general sensitivity, and reflexes (Hidayah\* et al., 2024). Through finger painting activities/*finger painting* Children can develop, introduce various colors, shapes, increase imagination, creativity, improve eye, hand coordination, and practice concentration, and can be used as a medium to express children's emotions. In activities *Finger Painting* Children can express their imagination directly, children are given the freedom to choose any color that children think through the medium provided.

The purpose of this research is to improve fine motor skills through finger painting activities or so-called *finger painting*.

## **METHODS**

The type of research used as a reference for this research is Classroom Action Research. This research is focused on learning problems related to fine motor skills of children aged 4-5 years at PAUD Cempaka, the goal is to improve fine motor learning. The PTK design used uses the PTK model of Kemmis & Mc. Taggart which in the research flow includes the steps: Planning, acting, observing, and reflecting. So that this research is a spiral cycle process, starting from planning, implementation of actions, observation to planning modification and reflection.

The data source in this study was 15 children aged 5-6 years at PAUD Cempaka, South Petukangan. The data collection method used free and structured interviews to collect information from teachers, observation was used to record children's learning

situations and activities in fine motor improvement, documentation was used to visualize the fine motor learning process through *finger painting*.

Data analysis using qualitative analysis was used to analyze the relationship with the fine motor learning process through *finger painting* and quantitative analysis was used to analyze the improvement in learning outcomes that took place

## **RESULT AND DISCUSSION**

Based on the class action research carried out for 2 cycles, the following is the data on the results of improving children's fine motor skills through *finger painting* activities at the age of 5-6 years at PAUD Cempaka Petukangan Utara in pre-cycle, cycle I and cycle II.

**Table. Pre-Cycle, Cycle I and Cycle II Data Recapitulation**

| <b>Yes</b>     | <b>Name</b> | <b>Pre-cycle</b> |              | <b>Cycle I</b>    |              | <b>Cycle II</b>   |              |
|----------------|-------------|------------------|--------------|-------------------|--------------|-------------------|--------------|
|                |             | <b>Child</b>     | <b>Score</b> | <b>Percentage</b> | <b>Score</b> | <b>Percentage</b> | <b>Score</b> |
| 1              | AJ          | 12               | 30%          | 24                | 60%          | 32                | 80%          |
| 2              | AR          | 18               | 45%          | 28                | 70%          | 38                | 95%          |
| 3              | AD          | 18               | 45%          | 26                | 70%          | 38                | 95%          |
| 4              | AN          | 12               | 45%          | 26                | 65%          | 34                | 85%          |
| 5              | AH          | 12               | 30%          | 26                | 60%          | 32                | 80%          |
| 6              | AQ          | 14               | 35%          | 26                | 65%          | 36                | 90%          |
| 7              | AC          | 14               | 35%          | 26                | 65%          | 36                | 90%          |
| 8              | AZ          | 12               | 30%          | 26                | 65%          | 34                | 85%          |
| 9              | FA          | 12               | 30%          | 26                | 65%          | 34                | 85%          |
| 10             | FAH         | 18               | 45%          | 28                | 70%          | 38                | 95%          |
| 11             | FI          | 18               | 45%          | 28                | 70%          | 38                | 95%          |
| 12             | FE          | 12               | 30%          | 24                | 60%          | 32                | 80%          |
| 13             | GI          | 14               | 35%          | 26                | 65%          | 36                | 90%          |
| 14             | KA          | 12               | 30%          | 24                | 60%          | 34                | 85%          |
| 15             | TO          | 12               | 30%          | 24                | 60%          | 34                | 85%          |
| <b>Total</b>   |             | 211              | 525          | 381               | 970%         | 534               | 1351%        |
| <b>Average</b> |             | 14,06            | 35,00%       | 25,40%            | 64,66%       | 35,60             | 87,66%       |

Based on the table above, the percentage obtained at the pre-cycle stage is 35%, after actions are taken in cycle I, there is an increase of 64%. Furthermore, in the second cycle of 87%, there was an increase in the development of fine motor skills through painting activities with fingers. Based on the criteria that have been set by researchers and collaborators, research or learning can be said to be successful because it has reached a score of 75% of the total number of students, in accordance with what is set in PAUD Cempaka 5-6 years in fine motor skills through painting activities with fingers. Finger painting is one of the art activities that is very popular with early childhood because it provides freedom of expression through direct contact with the media. This activity uses the fingers as the main tool to create images on paper or canvas. This hands-on experience is not only fun, but also beneficial in developing aspects of child development, especially in terms of fine motor skills (Faradillah et al., 2022).

Researchers obtained several findings related to this study, *First*, in painting with fingers can create a new enthusiasm for children in making art, helping children in developing their fine motor skills, such as coordinating finger and eye movements. This development is seen from children's activities in carrying out finger painting activities. This ability does not appear suddenly, but rather develops through continuous stimulation. One form of effective stimulation is through finger painting activities that stimulate hand and eye coordination at the same time (Afifuddin, 2014)

*Second*, fine motor skills in children have developed compared to before research on the use of finger painting activities. Children who regularly participate in finger painting activities show significant improvements in hand muscle strength, movement accuracy, and other fine motor coordination. They also show an increase in confidence and motivation to complete physically challenging tasks (Chayanti & Setyowati, 2022).

*Third*, of the 15 children who were observed to have fine motor skills, there were 4 children who experienced 95% development, 3 children who experienced 90% development, 5 children who experienced 85% development and 3 people who experienced 80% development. Based on the results of research and observations carried out until completion, it shows that there is an increase in children's fine motor

skills in painting activities with fingers. This proves the positive impact of finger painting activities. Thus, based on action research and observations that have been carried out, it is proven that painting with fingers can improve children's fine motor skills at PAUD Cempaka Petukangan Selatan.

Finger painting is one of the art activities that is very popular with early childhood because it provides freedom of expression through direct contact with the media. This activity uses the fingers as the main tool to create images on paper or canvas. This hands-on experience is not only fun, but also beneficial in developing aspects of child development, especially in terms of fine motor skills. In finger painting activities, children use their fingers to take paint and apply it to drawing media.

This process trains finger movement control, pressing, rubbing, and moving the hand in various pressures and directions. All of these activities strengthen the small muscles in the hands that are needed in the process of learning to write. In addition, finger painting also encourages children to develop concentration and precision. Children need to pay attention to the shape, color, and direction of their finger movements so that the result of the drawing is as desired. This process indirectly trains cognitive abilities and strengthens children's visual-motor skills (Ningrum et al., 2023).

This activity also provides space for children to express their feelings freely. Children who are not able to express thoughts and emotions verbally can channel them through pictures and colors. Thus, finger painting is a means that not only strengthens the physical aspect, but also supports the emotional and social development of children (Slavin; Robert E, 2009)

Teachers or educators can use finger painting as a medium to introduce basic concepts such as colors, shapes, and patterns. Children learn to recognize primary colors, mix colors, and create visual compositions freely. All this is done through the smooth movements of the hands which have a positive impact on their motor development (Haq et al., 2024).

Finger painting is a simple activity but has great benefits in the development of fine motor skills in early childhood. This activity not only supports the physical, but also the emotional, cognitive, and social aspects of the child as a whole. Therefore, finger painting deserves to be part of a structured learning program in PAUD institutions.

## **CONCLUSION**

Based on the process of improving fine motor skills through finger painting activities, it can be concluded that finger painting activities aged 5-6 years at PAUD Cempaka Petukangan Selatan are carried out well through several stages including, the researcher prepares tools and materials for painting activities, the researcher demonstrates the steps of painting activities with fingers and in painting activities with fingers children do not hesitate in mixing colors. Painting activities with fingers can improve the fine motor skills of children aged 5-6 years at PAUD Cempaka Petukangan Selatan.

Painting activities with fingers can improve fine motor skills at PAUD Cempaka Petukangan Selatan. This can be seen from the results of the Pre-Cycle, which is 35%, then the results of the Cycle I assessment are 64% and the results of the cycle II assessment are 87%. This shows that children's fine motor skills have reached the expected development criteria, namely BSH (Developing as Expected). This can also be seen when the process of painting with fingers takes place, the child can already coordinate his eyes and hands. This can be seen from the child being able to use his hands and fingers to paint well and the child's fingers seem flexible during painting activities.

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