

The Effect of Finger Painting Activities Using Natural Materials on the Creativity of Children Aged 5-6 Years

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Abstract:

This study aims to examine the influence of finger painting activities in increasing the creative ability of students in the age group of 5-6 in Khadijah Dadapan Kindergarten. Quantitative research approach with quasi-experimental design type of research. The subjects of the study were ten children. The results of finger painting application to children's creativity are seen from the data description at the first meeting. As many as three children are in a good category, and seven are in a suitable type. The ability of children to make various forms using plasticine was met secondly, with six children in the excellent class and four in the good category. Indicators of children being able to paint using fingers with various new creations were obtained at the first meeting. Four children were in the excellent class, and six were in a suitable category. At the second meeting, eight children were of an appropriate type and two in a good variety. Thus, it was concluded that finger painting affected students' creativity in Khadijah Dadapan Kindergarten.

Keywords: Creativity; fingerpainting; children aged 5-6 years.

Abstrak:

Penelitian ini bertujuan mengkaji pengaruh kegiatan *finger painting* dalam meningkatkan kemampuan kreativitas anak didik kelompok usia 5-6 di Taman Kanak-kanak Khadijah Dadapan. Pendekatan penelitian kuantitatif dengan jenis penelitian *quasi-eskperimental design*. Subjek penelitian sebanyak 10 anak. Hasil penerapan *finger painting* terhadap kreativitas anak dilihat dari uraian data pada pertemuan pertama sebanyak 3 anak berada pada kategori baik dan 7 anak berada pada kategori cukup. Kemampuan anak membuat berbagai bentuk menggunakan plastisin dipertemuan kedua, 6 anak kategori baik dan 4 anak pada kategori cukup. Indikator anak mampu melukis menggunakan jari dengan berbagai macam kreasi baru diperoleh hasil pada pertemuan pertama, 4 anak kategori baik dan 6 anak berada pada kategori cukup. Pada pertemuan kedua, 8 anak dalam kategori baik dan 2 anak kategori cukup. Sehingga, disimpulkan bahwa penggunaan *finger painting* berpengaruh pada kreativitas anak didik di TK Khadijah Dadapan.

Kata Kunci: Kreativitas; *finger painting*, anak usia 5-6 tahun.

INTRODUCTION

Early childhood education based on education level services in Indonesia is an education that starts from birth to 6 years old. This period is the most appropriate time to foster children's growth and development because this period is a golden period which means the most appropriate time to provide stimulus according to the stages of growth and development. Fakhriyani (2016) argues that the golden age for children is the most critical period in providing appropriate stimulus because it is the initial period of foundation building for children and as a provision for their ability to live a future life. Therefore, in overseeing children's development, educators have an essential role in providing the right stimulant. According to Latif et al. (2013), early childhood education is the initial foundation for children to grow and develop physically and spiritually optimally based on societal values and norms. This activity is one of the efforts to stimulate child development and provide a rich and satisfying experience. At this time, the child is at the stage of receiving new knowledge, so a suitable stimulant material is needed so that the child can be optimally formed. Providing a conducive environment, whether from formal education services for schools, families, caregivers, or adults around children will impact the opportunity to develop their potential optimally.

Kindergarten as a primary education service aims to stimulate aspects of the child's overall development. Field Herman & Rusmayadi (2018) stated that early childhood learning is one of the parts determining child development; education focuses on more concrete activities to create a direct interaction with natural objects. The provision of exciting activities through the use of learning resources that lead to more concrete learning activities can add to the child's experience in a natural way so that the knowledge gained can be stored and easy to remember. Early childhood education services play an essential role in fostering physical and spiritual growth so that children are ready to enter the following education. Therefore, school institutions must prepare all facilities and infrastructure tailored to their individual needs to develop children's creativity. Creativity is one of the abilities that must be created from an early age because it dramatically influences self-development in life, which supports achievements in the academic field. According to Abdurrahman (2005), creativity is an original, flexible, and unusual thought that increases the responsive ability to think of ways and activities.

Creativity needs to be developed and learned because this ability is not carried from birth. The development of creativity is necessary to stimulate intelligence and fluency in thinking, so it requires a high level of intelligence to encourage a child's imagination in designing a product or work. Guilford states that a person can be said to be creative if he can find new ideas or different ways (Ngalimun & Alfulaila, 2014). According to the *National Advisory Committee on Creative and Cultural Education (NACCCE)*, proposed Byfield Craft (2005), creativity is the ability of children to think imaginatively to develop ideas or ideas so that they can give birth to new concepts that have use-value or selling value—in other words, merging two old images resulted in a new concept, (Semiawan, 2008). According to Barron (Ngalimun et al., 2013), creativity is designing an idea different from what already exists and producing work. The reasons that are the basis for the importance of developing children's creative skills, according to Munandar (2004), are: First, the basic need of children to realize themselves by being creative; Second, solving an existing problem with a new and innovative solution so that it is not the same as the previous one; Third, involve yourself in various activities creatively. The action in question can be in the form of exercises to arrange blocks with different other conditions or constructive games; fourth, creativity can improve the quality and standard of human life; children who have imagination

will have increased welfare in life and give birth to new ideas that can be used as a work or the latest technology.

Creativity is the ability to think about new things that are imaginative to be created to produce a new work/form that has usefulness for the person himself and others (Sit et al., 2016). The development of children's creativity can develop optimally. Therefore, efforts are needed to understand the various characteristics of children and consider the factors supporting the development of children's creativity. The elements in question are a safe school environment and helping children think and create something new. The level of children's creativity can be seen in the ability to create a work from the results of their thinking or imagination through the use of media and play tools to produce new work. When the child has good creative abilities, it can make him happy, give appreciation value to the child, and influence the child's personal development. Keraactivity can give children a high sense of self-confidence and provide opportunities for them to independently compile the kerya they will make (Rachmawati & Kurniati, 2019). A child can be said to be a creative child; Field, according to Sit et al. (2016), when the child can create various kinds of toys that have been modified, form an essay, compose a story, or write that is changed from before and create new works. Children with high creativity are susceptible to pressure, become free, are not bound by specific rules in creating original work, and do not lose their values and characteristics (Astuti & Puji, 2017).

Developing children's creative abilities can be done through exciting and innovative activities, one of which is painting. Painting activities can train children's imagination, develop children's talents through learning activities while playing, and can train children's ability to think (Rustandi, 2010). According to Setya R (2008), painting is an activity of making two-dimensional works of art in the form of lines, texture, colors, space, and light by the expression or experience of children poured into the job, in the process of making a work prioritizes feelings that are realized through images and color mixing so that the results obtained are more beautiful and exciting, this is also explained by Rihayyu (2015). Some painting activities that can be given to early childhood are *finger painting*, using feathers, using straws, and inblok (Pekerti et al., 2016). Painting activities can be done using various tools. The simplest is using fingers, called *finger painting*. *Finger painting* is one of the ways used to paint using fingers as a tool to create painting works that lead to the formation of fine motor skills, increase imagination, and train artistic talents from an early age (Wahyudi & Fathani, 2018).

In general, problems that often arise in early childhood are due to a lack of attention and stimulus at the level of children's creativity because they focus more on other aspects, thus causing aspects of children's imagination not to develop properly. This impacts children who are not confident in carrying out an activity, are not excited, and feel bored in learning activities. The low level of children's creativity can be seen when the child has not been able to make shapes, has not been able to mix colors to produce new colors, and has not been able to create his work. Ideally, children's creativity at the age of 5-6 years can be seen in the ability to make shapes and paint with fingers. Problems like this are usually caused by a lack of attention to increasing children's creativity, so the solution is to apply *finger painting* activities to improve children's creativity.

This study aims to determine the effect of finger painting activities using natural materials on the development of children's creativity in Khadijah Dadapan Kindergarten. Various uses of finger painting that have been applied in kindergartens use more color paints, while in the use of finger painting activities in this study using natural material media such as the use of dyes from turmeric, dyes from leaves, dyes from fruits around the child's environment.

METHOD

The research approach used is quantitative. This study is to describe the results of the application of finger painting activities using natural material media to children's creative abilities which are analyzed using simple statistical formulas. The type of research used is *quasi-experimental design*. Subjek research is a protégé in the age range of 5-6 years Khadijah Dadapan Kindergarten with a total sample of 10 children.

Table 1. Research data and data sources

No	Data Shapes	Data sources	Data Stacking Techniques	Instrument Shape
1	Children's creativity	Child observations	Observation	Child activity observation sheet
		Initial test and final test	Works	Pretest and <i>posttest</i> worksheets
2	Finger Painting	Paint	Works	Children worksheet

This research was conducted through stages, including *pretest*, treatment, and *posttest*. Data are collected in various ways, namely through assessing children's work before and after treatment and observing the implementation of finger painting activities using natural materials during the learning process. The technical data analysis used is a descriptive statistical analysis of the results of obtaining pretest and post-test values and non-parametric inferential analysis using Wilcoxon difference test.

RESULTS AND DISCUSSION

The implementation of finger painting activities using natural materials was carried out by giving initial tests to 10 children before the treatment application. Likewise, a final test was conducted to compare the child's work before and after the treatment. With the purpose of the study to determine the influence of *finger painting* activities using natural materials on increasing children's creativity, data on the level of creativity of children was obtained before being given treatment.

Table 2. Data on children's creativity before treatment

No	Category	Frequency	Percentage
1	Less	3	30%
2	Enough	6	60%
3	Good	1	10%
4	Excellent	0	0%
	Sum	5	100%

The results of the research on increasing children's creativity before being treated with *finger painting* activities from 10 children, there were three children with a percentage of 30% who were not able to make shapes, children who had not been able to mix colors to produce new colors and children had not paid their work, so they were included in the category of less. There are six children with a percentage of 60% able to make shapes; children can mix colors to produce new colors, and children can have their work with the help of teachers to be included in the excellent category. There is one child with a percentage of 10% able to make shapes; children can mix colors to get new colors, and children can produce their work even though sometimes, with the help of teachers, they are included in

the excellent category. There are no children who belong to the outstanding category. The data on the level of creativity of the child after being given treatment are outlined as follows:

Table 3. Data on children's creativity after treatment

No	Category	Frequency	Percentage
1	Less	0	0%
2	Enough	2	20%
3	Good	5	60%
4	Excellent	3	20%
	Sum	10	100%

Based on the table above, it can be seen that from the ten numbers of children who were made into practical classes, there were no children who were included in the less category. There are two children with a percentage of 20% who can make shapes; children can mix colors to produce new colors, and children can have their work with the help of teachers to be included in the excellent category. There are five children with a percentage of 50% who can make shapes; children can mix colors to get new colors, and children can produce their work even though sometimes, with the help of teachers, they are included in the excellent category. There are three children with a percentage of 30% who can make shapes; children can mix colors to welcome new colors, and children can produce their work without the help of teachers and can help their friends so that they are included in the outstanding category.

The results of obtaining data on children's creativity ability in the category were excellent; one child was in the experimental group and not in the control column. In the great class, there were three children in the experimental group and one in the control group. In the excellent category, one child was in the experimental group and two in the control group. Meanwhile, the class was lacking; there were no children in the experimental group and one child in the control group.

Based on the Wilcoxon Test study results, there is a significant difference between children's creativity and coloring activities using *finger painting* using natural materials. In this case, the average creativity score of children who take part in *finger painting* activities is higher than the average score of children creativity activities who take part in coloring activities. It can be noted that the creativity of the children in the category is outstanding, there is one child in the experimental group, and there is no child in the control column. In the excellent class, there were three children in the experimental group and one in the control group. In the excellent category, there was one child in the experimental group and two in the control group. In the lower class, there were no children in the experimental group and one child in the control group.

According to Alam & Lestari (2019), early childhood is a time that every individual has to develop all aspects of his development because, at this time, children have very high curiosity, willingness to explore, see, and research new things in the surrounding environment so that at this time it is the right time to stimulate all aspects of their development using *finger painting* as a creative activity to explore children's imagination in carrying out their activities. *Finger painting* activities pleasure children because it is a painting activity using fingers directly without using tools to train children's fine motor skills. Assjari & Sopariah (2011) explained that *finger painting* activities are activities that children use as a way to overflow expressions expressed through the medium of painting to stimulate various aspects of child development, namely fine motor skills by training coordination between eyes and hands, realizing children's imagination and fantasy through

activities to unite multiple colors to make a work painting as a form of the overflow of expression, or feelings of the child.

Based on comparison data before and after treatment, *finger painting* activities using natural materials can increase children's creativity; this activity can support children's needs in developing their abilities, especially in fine motor skills and creativity. To the results presented, *finger painting* activities using natural materials can influence children's creative skills and can be applied as one of the activities in learning at Khadijah Dadapan Kindergarten.

The findings of this study are in line with Cahyati et al. (2015), the method of playing through finger painting activities can improve fine motor skills in group B2 children of Santa Maria Singaraja Kindergarten. Another study by Jumilah et al. (2018) revealed that one of the causes of the underdevelopment of children's creativity is because the application of finger painting in learning is rarely applied.

Using *finger painting* games is by children's activity with painting techniques using fingers as a tool for painting on blank paper media. This activity stimulates the creation of new ideas and children's imaginations to form a painting field (Cahyati et al., 2015). Pamadhi (2012) revealed that *finger painting* activities are painting activities without using tools other than fingers, painting various shapes according to children's imagination using fingers by applying paint on blank paper according to the desired color. Another opinion was put forward by Sari, et al. (2016) that *finger painting* activities can develop children's abilities in the field of art, outstanding arts, which can increase children's imagination and stimulate fine motor skills in children so that they can increase children's creativity which can occur through developing ideas and creating paintings based on children's fiction in mixing colors. The benefits of *finger painting* activities are (1) as one of the activities to overflow emotions, (2) storytelling tools, (3) as a medium of play, (4) improve the ability to remember, (5) improve the ability to think thoroughly (6) train accuracy in maintaining balance (7) increase creativity (8) train fine motor skills (9) train the flexibility of children's fingers (Pamadhi, 2012). So, painting activities can stimulate children's artistic creativity skills, one of which is finger *painting* activities. According to Loor Castro (2022), this activity is very appropriate to be combined in the teaching and learning process with children to develop motor skills and creativity through encouraging activities. Through this activity, children can interact with their surrounding friends, express their emotions and feelings, and form fine motor abilities as part of increasing the child's creative potential.

SIMPULAN

The application of finger painting activities using natural materials influences children's creativity ability based on developmental achievements in terms of the slowness of doing their own work, producing interesting color mixing, and exploring various colors to create a painting work using the fingers of the hand. This study showed an increase in children's creative abilities, where comparing data before and after the application of finger painting activities using natural materials increased from the sound category to the excellent class. The improvement of the child's ability is due to direct experience in authentically exploring ideas using raw materials that have an environment in painting work. Another thing, children show the ability to create shapes using fingers, mix colors to memorize new colors, and produce their work without the help of a teacher.

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