



Enhancing Creativity in 5-6 Year Olds: The Impact of Finger Painting Activities

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Abstract

The development of creativity in early childhood refers to the ability to generate new ideas or create works. This study aims to determine the enhancement of creativity in children aged 5-6 years through finger painting activities. The study uses a classroom action research (CAR) approach. The subjects of the study were 13 children in Umar's class, aged 5-6 years, consisting of 8 boys and 5 girls, along with 1 teacher. The results of the research indicate that the creativity of children aged 5-6 years had not fully developed in terms of their ability to imagine and convey their ideas through drawings. In cycles I and II, the children were still unable to draw something according to their imagination. However, after improvements were made to the steps aimed at fostering creativity through finger painting activities, the children's creativity showed improvement. Through finger painting activities, the children were able to generate ideas for their drawings, choose colors, modify their drawings, create works based on their own ideas, produce unique creations, and further develop their ideas. Nevertheless, their creativity had not yet fully developed to its optimal potential.

Keywords: Early Childhood, Creativity, Finger Painting

Abstrak

Perkembangan kreativitas anak usia dini adalah kemampuan untuk menghasilkan sesuatu yang baru baik berupa gagasan maupun suatu karya. Tujuan penelitian untuk mengetahui peningkatan kreativitas anak usia 5-6 tahun melalui kegiatan finger painting. Penelitian ini menggunakan jenis penelitian tindakan kelas (PTK). Subjek penelitian ini adalah anak kelas umar umur 5-6 tahun yang terdiri dari 13 anak, 8 Anak laki-laki dan 5 Anak perempuan serta 1 orang guru. Hasil penelitian menunjukkan bahwa: 1) Kreativitas anak usia 5-6 tahun Kemampuan berimajinasi anak belum berkembang dengan maksimal, dalam menyampaikan idenya berupa hasil gambar karena masih belum bisa menggambar sesuatu sesuai dengan imajinasinya pada siklus I dan siklus II sehingga dengan diadakannya perbaikan langkah-langkah kreativitas melalui kegiatan anak meningkat 2) Kreativitas anak melalui kegiatan finger painting mempunyai ide gambar, mempunyai ide pemilihan warna, memodifikasi gambar, membuat karya dari ide sendiri, membuat karya yang berbeda dan mengembangkan ide belum berkembang secara optimal.

Kata Kunci: Anak Usia Dini, Kreativitas, Finger Painting

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INTRODUCTION

Creativity is one of the natural potentials in children that must be developed optimally (Priyanti & Warmansyah, 2021; Utami et al., 2023). Creativity itself can be cultivated through the specifics of thinking, art and music. So in this case, it is important for teachers to create an activity that attracts children's interest with the aim of developing children's creativity (Ni'mah & Sukartono, 2022). The importance of the development of children's creativity because creativity is very influential in the development of aspects of early childhood development, if children's creativity is not developed from an early age, children's intelligence and fluency in thinking are not developed. The development of children's creativity by using an interesting learning activity allows children to develop their creativity. For example, when a child is asked to draw freely, the child can increase the child's creativity because it provides an opportunity for them to express their ideas and imagination freely (Sunarto, 2018).

Creativity is a mental process in which individuals generate new ideas and products or reorganize existing ideas and products in new ways for themselves. It involves the experience of expressing and realizing oneself in an integrated manner, both in the natural environment and in interactions with others. Rose defines creativity in four main aspects: people, process, press, and product. Meanwhile, Munandar views creativity as the ability to create new combinations based on existing data, information, or elements (Aghnaita., 2023).

Drawing activities without specific restrictions or rules, children can develop their creative skills, build confidence, and practice creative thinking skills (R. P. Sari, 2017). Therefore, early childhood needs to be given guidance and direction according to aspects of the development of children's creativity. Students' creativity can be seen based on the characteristics of children, creative which consists of aspects of fluency, flexibility, orisinality, and ellaboration (Hanan, 2023)

Activities are tools or means of communication used to convey messages from teachers to children. One effective activity for enhancing children's creativity is finger painting. This activity is crucial for children as it helps them quickly grasp what the teacher is communicating. Therefore, it is essential for teachers to create engaging activities that capture children's interest and aim to develop their creativity. (Hijriati, 2017). Play is an important tool for the social, emotional, and cognitive development of children. This means that play is a vital means for children's social, emotional, and cognitive growth, as reflected in their activities. Piagetdari De Vries (2002) also believes that play is an important medium necessary for the development of children's thinking (Muzakki & Fauziah, 2015).

Finger painting is a constructive activity where children paint by applying paint on wet paper with their fingers. This method allows children to build their imagination and knowledge using liquid media to develop their creativity through finger painting (Rosalinda & Rusdiani, 2023). Finger painting involves creating images by directly

applying color paste with all five fingers freely on a drawing surface. The use of fingers here includes all fingers, palms, and wrists (Hayuningtyas, 2020).

Finger painting is fundamentally simple and not complicated, with no strict rules. Teachers need to motivate and encourage children to engage in finger painting without fear of getting their hands dirty with paint (Hanan et al., 2023; Hayuningtyas, 2020; Rosalinda & Rusdiani, 2023; I. P. Sari et al., 2023; Warmansyah, Suzanne, et al., 2023). Finger painting helps children express themselves through hand movements on the painting medium, developing their fantasy, imagination, and creativity (Evivani & Oktaria, 2020).

However, based on observational research, it has been found that the creativity development of 5-6-year-old children at RA Ar-Raudhah, Hampalit Village, Katingan Hilir Subdistrict, has not yet reached its full potential. The children's ability to imagine and convey their ideas through drawing is still underdeveloped. They tend to replicate the drawings made by the teacher rather than creating something from their own imagination, indicating that their curiosity and exploration of new things have not been fully cultivated. Therefore, an activity that can enhance children's creativity, such as finger painting, is necessary.

Finger painting is a technique of painting directly with fingers without using any tools. The activity involves creating paintings by dipping fingers into play dough and then smearing it onto blank paper to produce artworks. Every activity has its purpose and benefits. According to Anggraini et al., (2014), the primary aim is to provide enjoyment and gain new knowledge from the activity. The objective of finger painting is to enhance creative thinking and actions, as well as to develop the ability to express aesthetic values through creative works (Purnami et al., 2021).

Early childhood, from birth to six years old, is a crucial period for encouraging physical, mental, and spiritual development to prepare children for further education (Bisma et al., 2023; Desmita et al., 2023; Warmansyah, Zalzabila, et al., 2023; Yuningsih & Sari, 2023). According to the Ministerial Regulation No. 137 of 2014 by the Ministry of Education and Culture of the Republic of Indonesia, National Standards for Early Childhood Education, Article 1, Section 10 states: Early childhood education is developmental activities aimed at children from birth to six years old, providing educational stimuli to encourage physical and mental growth and development to prepare children for further education (Zulkarnain & Raya, 2024).

Children aged 5-6 years are at a prime stage for developing their creativity. Essentially, all children have creative potential and unique characteristics, and at the age of 5-6 years, their creativity can flourish. They usually enjoy expressing themselves through various creative activities (Ulfa, 2022). Ideal creative activities for children aged 5-6 years include painting or coloring with colored pencils, crayons, or watercolors. Children should be allowed to express themselves and draw whatever they like (Saputra & Susilowati, 2023).

Despite the widespread recognition of the importance of creativity in early childhood development, there is a notable lack of empirical studies focusing on the specific impact of finger painting activities on the creativity of children aged 5-6 years. Existing literature predominantly addresses general art activities or broader educational interventions without delving into the nuanced effects of individual techniques like finger painting. Moreover, while some studies have explored the benefits of artistic expression in young children, they often fail to isolate the specific contributions of finger painting as a medium for enhancing creativity. This gap is further compounded by a scarcity of longitudinal research tracking the sustained impacts of finger painting activities on children's creative development over time. Additionally, the influence of cultural, socioeconomic, and environmental factors on the effectiveness of such activities remains under-explored, leaving a significant void in the current body of knowledge. The research aims to evaluate the effectiveness of finger painting activities in enhancing the creativity of 5-6 year old children.

METHODS

This research is a research on quick actions that is often referred to as Classroom Action Research. The classroom action research method is a research method in education carried out by teachers in their own classrooms. This method aims to improve and improve classroom learning practices through the cycle of planning, implementation, observation, and reflection. By using the PTK method, teachers can improve learning in the classroom effectively and relatively to the needs of students, one of which is to increase children's creativity skills. This action research is carried out in two cycles, each cycle consists of two meetings as shown in the following figure:

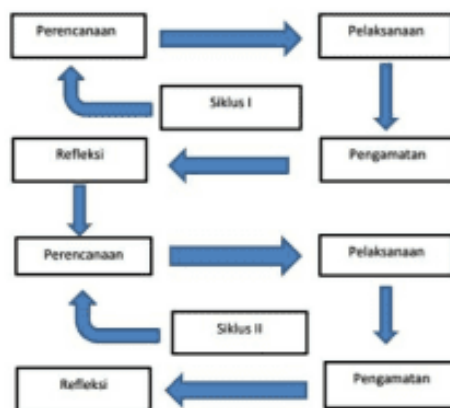


Fig 1. Kemmis and Mc Taggart Model Class Action Research

Data analysis is carried out using simple descriptive statistics Descriptive statistics is a simple mathematical procedure that serves to simplify, summarize, and organize a relatively large amount of data. The criteria for the success of the data are if the average presentation of creativity of children aged 5-6 years at RA Ar-Raudhah is 75% reaching the success rate with the category of very well developed (BSB).

RESULTS AND DISCUSSION

Based on the results of research that has been carried out, children's creative abilities through finger painting activities from pre-cycle, cycle I and cycle II can be presented in the table:

Table 1. Pre-cycle children's creativity percentage

No	Indicator	BB	MB	BSH	BSB	%
1.	Have image ideas	23,08%	38,46%	15,38%	23,08%	100%
2.	Have ideas for choosing colors	23,08%	53,85%	15,38%	7,69%	100%
3.	Modifying images	15,38%	46,15%	23,08%	15,38%	100%
4.	Create works from your own ideas	23,08%	38,46%	15,38%	23,08%	100%
5.	Create different works	23,08%	38,46%	15,38%	23,08%	100%
6.	Developing ideas	15,38%	46,15%	23,08%	15,38%	100%
	Average	20,51%	46,57%	17,94%	20,93%	100%

From the percentage results in the table above, the researchers found that on average children who were categorized as developing very well received (BSB) 20.93%. and researchers also found several problem points that children used as material to determine planning for subsequent learning activities. The problem determined by the researcher is that the child's imagination ability has not yet developed optimally, in conveying his ideas in the form of drawings because he is still unable to draw something according to his imagination, meaning that the child still imitates the drawings made by the teacher and then the child follows the teacher's example, so that curiosity Children's exposure to something new is still not well developed. So the results that researchers got were not as expected.

Action cycle I meeting 1

Then the researchers continued research cycle I, meeting 1 on Tuesday 3 October 2023, achieving a percentage result of 34.61%. In the first cycle of activities, the first meeting of the children carried out the activity of drawing a mosque according to the indicators of having a picture ideal. Children drew mountains, houses, flowers, chocolate dolls, etc. Indicator of having an ideal image. In cycle I, the first meeting of the children carried out activities according to the theme of the home environment by drawing a mosque according to the Implementation of Cycle I, the first meeting of the children carried out the activity of drawing a mosque. Some of the children were able to carry out activities according to the indicator, modifying the picture. The children were able to follow the teacher's directions and there were still children who don't want to take part in activities yet. The teacher first teaches the children how to continue learning activities by explaining and giving examples, and if there are children who don't understand then they will help and ask their friends for help by explaining and giving examples (Ardianti, Marmawi R, 2016).



Fig 2. Children's Creativity Activities in Cycle I, first meeting

Action cycle I meeting 2

Cycle I, meeting 2, got a percentage score of 52.56%. Implementation of Cycle I, second meeting, Monday 16 October 2023. Children carried out drawing activities. Implementation of Cycle I, second meeting, children carried out activities according to the theme of the home environment by free drawing according to indicators, one of which was that children were able to draw mountains and houses, flowers, doll chocolates, etc. and the child chooses the color he wants, such as red, yellow and blue.

Learning media is intended to help teachers communicate lesson content to children. Learning media is used to stimulate children and develop students' thoughts, feelings, attention and interests so that the learning process takes place. Tools and materials used include HVS paper, coloring paint, and paint/stamp containers. As well as an observation sheet (Fitriani, 2019). The implementation is based on five indicators of children's creativity, namely having an ideal image, having an ideal color choice, modifying an image, creating work from their own idea, and developing ideas. Observations were made from the beginning of the lesson to the end. After that, reflection after the learning activities have been completed (Fitria, 2014).

Color is an important part of life. Introducing color symbols to children is very important because it is useful in everyday life (Maghfuroh, 2018). Color is closely related to our lives. There are many objects that we can recognize not only from their shape but also from their color, for example books, leaves, clothes, etc., all have different colors to differentiate and recognize them (Astuti et al., 2022).



Fig 3. Children's creative activities, free drawing, Cycle I, Second Meeting

Action cycle II meeting 1

Session II, meeting 1, got a percentage score of 73.07%. Cycle II, first meeting on Monday 6 November 2023, the children carried out the activity of drawing flowers from straws. From this activity the children started to want to take part in the activity by inviting the children to sing and the assessment indicators had improved from the previous cycle, but there was still follow-up. Self-confidence is an important thing that children need in climbing the wheel of life. This sense of self-confidence has a big impact on the child's future intellectual and personality development (Sukarini, 2020).



Fig 4. Results of Finger Painting Activities, Drawing Flowers Using Straws, Cycle II, First Meeting

Action cycle II meeting 2

Cycle II meeting 2 got a percentage score of 92.61%. Implementation of Cycle II, second meeting, on December 2 2023, children carried out carrot drawing activities according to the assessment indicators. Children had picture ideas, had ideas for choosing colors, modified pictures, made works from their own ideas, made different works and developed ideas. In this activity, children were able to develop their own imagination without the help of a teacher. Therefore, finger painting activities can be

said to increase children's creativity and can be applied even in kindergarten. However, it must be adjusted to the child's unique characteristics (Sri rahayu 2021).

The picture below is a picture at the second meeting in cycle II on December 1 2023, the children carried out a mosque drawing activity where the children already had a picture idea according to the assessment indicators, namely having a picture idea, having an idea for choosing colors, modifying the picture, making work from their own ideas, creating different works, and the indicator of developing ideas in this activity is that children are able to develop their own imagination without the help of a teacher.



Fig 5. Results of the finger painting activity, Drawing Carrots, Cycle II, Second Meeting

Discussion

Action research was carried out to show the influence on creativity through finger painting activities for children aged 5-6 years and the success of children's creativity. The results of the discussion are as follows:

In Cycle I, it can be seen that children's drawing creativity increases gradually. The improvements achieved in Cycle I have not yet reached the predetermined success indicators. Children's ability to draw creatively using finger painting media reached 43.58% with the criteria of Developing According to Expectations (BSH). The achievement percentage results obtained in Cycle I could not reach a percentage of 75% with the Very Well Developed (BSB) criteria so the research was continued in Cycle II. This is because children don't have the interest or readiness to draw so they don't pay attention to the teacher and often daydream and the child more often disturbs friends and leaves class so they don't pay attention to the teacher and still have difficulty concentrating (Min, 2022).

The development of creative children requires special attention from educators. This special consideration does not mean that they receive special treatment, but rather that they are guided according to their creative potential and guarded against it being wasted (Kartini, 2018). Creativity improves children's development. To achieve this requires attitudes and actions. Creativity is encouraged from an early age (Haryono & Harlina, 2020).

In Cycle II, it can be seen that children's creative drawing abilities increase gradually. The improvements achieved in Cycle II were able to achieve the predetermined success indicators. The achievement percentage results obtained in Cycle II succeeded in achieving the Very Well Developed (BSB) criteria with an increase reaching 82.84%. The condition of the children when learning to draw using finger painting media in Umar's class looks happy while playing. This situation is very supportive in the children's learning process, so that children can easily draw using finger painting media and are able to achieve good criteria (Aura, 2023).

This is in line with Jumilah researcher, Sean Marta Efastris Siti Fadillah entitled "Efforts to Increase Children's Creativity through Finger Painting Games Aged 5-6 Years at Harapan Bunda Kindergarten Pekanbaru" shows a lot of improvement, between cycle I and cycle II there was a lot of improvement, So we can conclude that coloring can stimulate children's creativity, as proven by the research results obtained. Children's ability to color has increased better than before, because the teacher has given better examples and the teacher also frees the children to give colors according to the child's imagination, the teacher still directs giving colors, but the teacher gives the children the freedom to be better creative (Jumilah., 2018).

Based on the analysis carried out by researchers, children's creative abilities using finger painting media increased after carrying out activities using finger painting media (Sundari & Zahro, 2021). This creates high enthusiasm from children and the stimulation given to children can be carried out optimally because the stimulation given uses several variations. The activities were carried out using finger painting media in preschool (Tarigan et al., 2023).

The implementation of finger painting activities is very appropriate for developing children's drawing creativity using finger painting media because through this activity children can be interested in creative activities, children have their own drawing ideas and success indicators have been achieved well as evidenced by the percentage gains carried out through 2 cycles, namely cycles I and II. Therefore, by implementing activities to increase drawing creativity, children can be interested in creative activities and have their own drawing ideas (Nurjanah et al., 2017).

CONCLUSION

Based on the results of the research and discussion, the researchers drew the conclusion that using finger painting media can influence children's creativity. This research can be seen that creativity in early childhood is developed with a variety of interesting and fun activities. Children's creativity can be developed with finger painting activities which can provide a fun learning experience, apart from that, children's creativity can be channeled more confidently by doing finger painting activities.

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