

Improvement of Painting with *Finger Painting* in Group A RA Muslimat NU Mafatihul Huda School 2018/2019

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Abstract: *The learning results of group A children in the 2nd semester of RA Muslimat NU Mafatihul Huda have not shown good scores, because they have not met the set score standard of 70. The researcher finally found a solution by using image examples as the goal of describing learning to draw or paint. The research site at RA Muslimat NU Mafatihul Huda in the 2022/2023 academic year, In April 2019. This research goes through two cycles, with the stages of planning, implementation, observation and data collection, and reflection. The results of the study were analyzed by qualitative and quantitative analysis. The results of the study showed that there was an increase. The average pre-cycle score was only 9.5, cycle 1 increased to 33.3 and cycle 2 to 42.8. In the activities of teachers and children starting from Prikus, cycle 1 and cycle 2, there has been an increase. In pre-cycle teachers, the score was 27 (67.5%), cycle 1 increased to 34 (85%), and cycle 2 became 38 (95%). The conclusion of this study is that using learning examples with pictures in drawing or painting activities can actively involve children in the learning process.*

Keywords: *finger painting, learning media, finger painting*

INTRODUCTION

In fact, a common problem in RA is learning to draw or color. This is proven if children are asked to draw or paint still have difficulties. This problem also occurred in Group A RA Muslimat NU Mafatihul Huda. When researchers teach children to draw or paint, it is difficult, so the results are not optimal. Of the 21 children who are able to paint well, there are 2 children or 9.5%. This shows that children's drawing or painting skills have not achieved maximum results.

Based on the above problems, researchers are looking for solutions to solve problems

by choosing *finger painting* techniques with the aim of developing art through creativity in drawing or painting. This reason is an easy technique to develop painting creativity in children so that children will be happier so that learning is more interesting.

Based on these problems, the researcher identified the problems of the learning carried out including: a) Children's learning outcomes in the field of painting, especially *finger painting*, are not as expected. b) Children lack concentration when the teacher explains the learning material. c) Teachers do not use teaching aids so that learning is not interesting which has an impact on children's painting ability is not optimal. d) The learning methods or strategies used by teachers are boring so that they do not attract children's interest in participating in learning.

Based on the identification of the problem, the problem analysis can be formulated as follows: a) Children are less interested in participating in learning because the examples used are not interesting. b) Children feel bored when participating in painting development activities because the methods used are boring.

Based on the above problems, the development of art for drawing or painting has not been successful. For this reason, the alternatives and priorities of problem solving are as follows: The problems that are identified, will be solved, namely the lack of drawing or painting skills in children to develop their artistic creativity. To overcome this problem, researchers diagnose what the causative factors are.

From the various alternative problem solving, the researcher uses image examples to attract children's interest so that children's drawing or painting skills can be improved, by developing 2 research cycles.

To facilitate the implementation of the research, the researcher developed the following problem formulation: How can *finger painting* improve painting skills in group A RA Muslimat NU Mafatihul Huda Academic Year 2018/2019?

The purpose of this research consists of general objectives and special objectives. The general goal is to develop art through painting creativity in the children of group A RA Muslimat NU Mafatihul Huda Purworejo, Bae, Kudus. The Special Purpose is to describe *finger painting* to improve art through painting creativity in group A RA Muslimat NU Mafatihul Huda Purworejo, Bae, Kudus for the 2018/2019 school year.

The practical benefits of research are: Benefits for children: Children will be more active in the learning process, Children will be more interested because of the existence of various imagination channeling techniques, Children can express inspiration or imagination and express themselves through learning activities Activities will be more fun b) Benefits for teachers: Helping teachers in improving the learning process, Can motivate for the success of learning, Providing input in solving learning problems, Able to master the learning materials managed, Able to work professionally c) Benefits for the school: Developing the quality of education at RA Muslimat NU Mafatihul Huda, The school can be more advanced supported by creative students and teachers, Public trust in the school is increasing, so it is hoped that many students will enter RA Muslimat NU Mafatihul Huda.

METHODS

This study uses the classroom action research method (PTK) which aims to improve painting skills with finger painting techniques in group A children at RA Muslimat NU Mafatihul Huda for the 2018/2019 academic year. PTK is carried out in two cycles, each cycle consists of four stages, namely planning, implementation, observation, and reflection.

This research approach is qualitative with the support of quantitative data to measure the improvement of children's painting skills. Data is collected through observation, documentation, and assessment of children's works. The participants in this study are 15 children in group A and class teachers as facilitators and observers.

In the planning stage, the researcher designed a finger painting learning scenario that was adapted to the characteristics of early childhood. The lesson plan includes objectives, media, activity steps, and evaluation tools. In addition, the researcher also prepared an observation sheet and rubric for the assessment of children's works.

The implementation stage is carried out by applying finger painting learning in two

cycles. The teacher provides stimulus to the child by showing examples of painting using fingers, then the child is given the freedom to explore with the desired colors and techniques.

During the learning process, the teacher acts as a facilitator who provides direction and encouragement to children in expressing ideas through finger painting. Teachers also make observations on the development of children's painting skills, their interaction in groups, and the level of participation during the activity.

The observation stage is carried out by recording children's activities when painting using observation sheets. The data collected included fine motor skills, creativity in color selection, and perseverance in completing paintings.

After implementation and observation, a reflection stage is carried out to analyze the successes and obstacles faced in each cycle. The results of reflection are the basis for improving strategies in the next cycle so that finger painting learning is more effective.

In the first cycle, several obstacles were found such as children's unpreparedness in using finger paint and lack of understanding of finger painting techniques. Therefore, in the second cycle, teachers provide more examples and prepare a more conducive learning environment.

The second cycle showed a significant improvement in children's painting skills. Children are more confident in exploring with colors and patterns, and show improvement in their fine motor skills.

Data analysis was carried out by comparing the observation results in the first and second cycles. The results of the study showed that there was an increase in the average children's painting skills after the application of the finger painting method.

The validity of the data is maintained by triangulation methods, namely combining observation, documentation, and interviews with classroom teachers. This ensures that the data obtained has a high level of validity.

The results of the study show that the use of finger painting techniques can improve creativity and fine motor skills in early childhood. Children become more enthusiastic about painting and are able to express their ideas better.

The conclusion of this study is that the finger painting method is effectively applied in painting learning in group A children at RA Muslimat NU Mafatihul Huda. This method not only improves painting skills but also provides a fun learning experience for children.

The recommendation of this study is that teachers can continue to develop finger painting methods with a variety of techniques and media to make art learning more interesting. In addition, support from parents is also important in developing children's creativity at home.

Thus, this research contributes to the development of art learning methods in early childhood education and provides insight for teachers in designing activities that suit the needs of children.

RESULTS

In the previous study, the description of the results of Cycles I and II was explained first before delivering the results of pre-cycle learning. Information about pre-cycle learning outcomes is needed to compare with the learning improvement results in Cycles I and II. In the results of the pre-cycle learning research, it was found that students who were able to draw or color well were 9.50%, were able to color with guidance 42.80%, and children who were not able to color well reached 80.90%. In the implementation of the precycle, the researcher was assisted by colleagues by observing the activities of teachers and children. The results of the observation show that there are several weaknesses in the RPPH, including the methods used are not varied, teachers have not used learning examples, and children are less active because they only listen. Although there are some disadvantages, there are also advantages, such as some children who dare to try to draw or color according to their abilities.

From the planning, implementation, observation, and reflection that has been carried out, the researcher improved learning in Cycle I with several steps, including in the perception of educators conducting questions and answers, classically educators demonstrate examples

as painting objects, students do painting tasks, and educators make observations and provide motivation to children in need. Before carrying out Cycle I, the researcher prepares a plan by preparing a cycle design, learning scenarios, and RPPH which are then implemented for improvement.

Based on the results of learning improvement, the researcher assesses the results of children's activities from the learning process. In Cycle I, not all children are able to draw or paint well. The results showed that 19.0% of children were not able to draw or paint, 23.8% began to be able with guidance, 23.8% were able to draw or paint, and 33.3% developed very well. From the results of observations by teachers and children during the implementation of Cycle I actions with the help of peers, it was found that teacher activities reached a score of 85%, while children's activities reached 80%.

In Cycle I, there are still weaknesses, including the use of tools or examples that are not varied, the methods used are not optimal, and the provision of instructions is too fast so that only a few children can understand it. However, there are several advantages in Cycle I, namely children are more confident in drawing because there are already examples that can be used as objects, children are more excited because the examples used are interesting, and the learning atmosphere becomes more conducive.

In Cycle II, before implementation, researchers first prepare planning, including cycle plans and RPPH. In the implementation of learning improvement, there has been a significant increase. In the first RPPH, there were still children who talked by themselves, so in the next RPPH the researcher invited the children to sing. As time goes by, children increasingly show their ability to carry out tasks without waiting for the teacher's help. From the reflections made, the improvements in Cycle II went according to expectations, with the aim of improving painting or drawing skills.

In Cycle II, the researcher made improvements by holding questions and answers and introducing examples of images that fit the theme. Students carry out predetermined drawing or painting tasks, and educators make observations and motivation for children who need help. From the results of the observation of teachers and children in the actions of Cycle II, it is known that the involvement of teachers and children in learning has increased compared to Cycle I.

Despite the increase, there are still weaknesses in Cycle II, such as children who are only silent because teachers are less optimal in growing their confidence. However, there are several advantages in Cycle II, including the delivery of drawing or painting materials is more varied, question-and-answer methods and assignments are applied, children are more directly involved in the learning process, and increased interest and development in painting.

In Cycle I learning, children's drawing or painting skills are not in line with expectations because researchers do not pay attention to children's readiness to complete tasks and lack of easy-to-understand tools. As a result, the evaluation has not been in accordance with expectations. The results showed that children who were able to draw or paint only reached 33.3%. After reflection and discussion with the supervisor, the researcher decided to use more varied and interesting image examples in Cycle II. This aims to increase children's interest and motivation in drawing or painting.

In the improvement of Cycle II, the steps taken include prayers, greetings, attendance, and questions and answers at the beginning of the activity. In the core activity, children are asked to try to draw or paint the objects in the picture provided. Teachers also display examples of pictures in front of the class as a reference. At the end of the activity, the researcher carried out an evaluation and analysis of the results to determine follow-up. Based on the results of the evaluation, the number of children who are able to draw or paint increased from 7 children (33.3%) to 9 children (42.8%), while the number of children who cannot draw or paint decreased from 4 children to 1 child (4.7%).

From the results of the research, it can be seen that the learning improvements carried out are able to improve children's drawing or painting skills. In the pre-cycle, the average ability of children only reached 2.7, increased to 3.5 in Cycle I, and reached 4.5 in Cycle II. The percentage of children who are able to draw or paint also increased from 9.5% in the pre-cycle to 33.3% in the first cycle and 42.8% in the second cycle. The difference in the results of drawing or painting ability between Cycles I and II is due to changes in approaches that are

more in line with the child's developmental level and the use of more interesting drawing examples.

Based on this study, it is known that the lecture method used in the pre-cycle does not give optimal results, while in Cycles I and II, with the use of more varied drawing examples, children become more interested and motivated to draw or paint. Mastery of drawing or painting activities after improvement shows a significant improvement, with fewer and fewer children experiencing difficulties in drawing or painting. Thus, the learning improvements made in Cycle II can be said to be successful in improving the ability of children to draw or paint in group A RA Muslimat NU Mafatihul Huda.

DISCUSSION

The results of the study showed that the use of the finger painting method in learning painting art in group A children at RA Muslimat NU Mafatihul Huda experienced a significant increase. This can be seen from the comparison of learning outcomes between pre-cycle, cycle I, and cycle II. In the pre-cycle stage, there are still many children who are not able to draw or paint well. However, after learning improvements were made in cycle I and cycle II, there was a considerable improvement in children's painting skills.

In pre-cycle, most children are not able to use colors and form images independently. This is likely due to a lack of variety in learning methods and a lack of tools that can help children understand the concept of painting better. In addition, teachers have also not given concrete examples, so that children have difficulty expressing their imagination through the medium of painting.

The improvements made in the first cycle showed an improvement in children's painting skills. With more interesting examples of pictures and more interactive learning methods, children become more confident in trying to paint. However, there are still some weaknesses, such as the use of less varied aids and the provision of instructions that are still too fast so that only some children can understand it well.

In cycle II, learning is improved by adding more examples of images and providing opportunities for children to explore colors and shapes more. Teachers are also more active in providing motivation to children who are still having difficulty in painting. As a result, the number of children who are able to paint well has increased significantly compared to the previous cycle.

One of the factors that encourages the success of learning in cycle II is the use of more effective demonstration methods. Teachers give direct examples in front of children, so they can observe and imitate more easily. In addition, the activity was carried out in a more fun way by inviting children to sing and tell stories before starting to paint. This makes the learning atmosphere more conducive and fun for children.

Based on the observation results, children's involvement in learning also increased in cycle II. If in the pre-cycle many children are only passive and waiting for directions from the teacher, in the second cycle they are more active in trying various painting techniques using finger painting. This shows that a more creative and innovative approach to learning can increase children's interest and motivation in painting.

Although the learning outcomes in cycle II are quite optimal, there are still several obstacles that need to be considered. One of them is that there are several children who still lack confidence in painting. This shows that teachers need to continue to provide encouragement and support so that children are more confident in expressing themselves through art.

In addition, it is important for teachers to continue to evaluate the learning methods used to better suit the needs of children. The use of various media and more interesting painting aids can be one of the strategies to improve children's skills in painting. In addition, parental involvement can also help increase children's motivation in developing their creativity at home.

Based on the results of this study, it can be concluded that the use of the finger painting

method in learning painting art is very effective in improving the painting skills of group A children at RA Muslimat NU Mafatihul Huda. With a more creative approach, children become more active and confident in expressing themselves through art.

This research also provides implications for educators to pay more attention to the methods used in art learning. The use of interesting methods, varied tools, and a fun learning environment can be important factors in improving children's art skills. Therefore, it is recommended that teachers continue to develop innovative learning methods that are in accordance with the characteristics of early childhood.

CONCLUSION

Based on the research that has been conducted, it can be concluded that the application of the finger painting method in learning painting art in group A RA Muslimat NU Mafatihul Huda for the 2018/2019 school year has a positive impact on improving children's painting skills.

In the pre-cycle, children's painting skills are still low with the majority of children needing guidance in coloring. After improvements were made through cycle I, there was an increase in children's courage to paint, although there were still weaknesses in the use of tools and learning methods. In cycle II, after improvements were made in the presentation of sample images and increased motivation, children's skills increased more significantly. Children are more active, confident, and enthusiastic in painting using the finger painting method.

Overall, this study proves that the finger painting method can be an effective learning alternative to improve early childhood painting skills. Therefore, teachers are advised to continue to develop this method with more creative variations and provide more intensive motivation to children so that learning results are more optimal.

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