

The Arts Creativity Improvement of Children Aged 4-5 Years through Finger Painting Activities at TK Pertiwi 45 Kalisegoro

Mey Medhia Arifin[✉], Ni Kadek Aris Rahmadani

DOI: 10.15294/belia.v12i1.66892

Universitas Negeri Semarang, Semarang, Indonesia

History Article

Submitted April 2023

Revised May 2023

Accepted June 2023

Keywords

Early Childhood; Art Creativity; Painting; Finger Painting Method

Abstract

Finger painting is a painting technique using fingers by applying colour to blank paper, which aims to help develop children's creativity. The benefits of finger painting activities as a medium for expressing emotions, storytelling tools, play media, training memory, and also training the development of painting creativity in children. This study aims to determine whether there is an increase in the painting creativity of children aged 4-5 years at TK Pertiwi 45 after the treatment in the form of learning finger painting. This research is experimental with a quantitative approach, namely in treating children. In addition, the type of method used in this research is using a pre-experimental design (non-design) approach in a one-group pretest-post-test design. The population in this study were 31st Kindergarten class A children from the age group of 4-5 years. This study used a data analysis technique in the form of a paired sample t-test and other calculations using IBM SPSS Statistics 25. The results of this study showed that the increase in painting creativity in children aged 4-5 years after being given finger painting treatment increased. The average yield is 84.52 to 113.55, which means there is an increase of 29.03, 34%. Based on the calculations from the t-test analysis, it is obtained that $t_{count} > t_{table}$ (10.683 > 2.045), with a sig (2-tailed) value of 0.000, which is (0.000 < 0.05). Then H_0 is rejected and H_a is accepted. Therefore, there is a difference between the results of the Pretest and Posttest, which means that there is an influence of finger painting activities as an attempt to increase the creativity of painting in children aged 4-5 years at TK Pertiwi 45, Kalisegoro Village, Gunungpati District, Semarang City.

How to cite

INTRODUCTION

Giving children freedom and opportunities to pour ideas and express feelings according to conditions is a form of soul freedom expression. This also supports Piaget and Inhelder's theory that the ability or talent in children is to create children's imagination and talents with the cognitive development they have. Children can use a variety of techniques when doodling. Children can generate shapes they like and use those shapes to create things in their world (Yanti, 2014).

Based on the results of field observations, researchers took painting activities using the finger painting technique because painting is a natural activity for children. Almost every day children do this activity since painting is an activity that is not static; therefore, it is not boring for children. Through learning strategies while playing, children can learn many things and not lose their playing time (Miskawati, 2019). Painting is also a fun medium of expression. However, not many of them paints using the finger painting technique; most of them only use crayons and coloured pencils.

The role of the teacher as a facilitator who always directs and accompanies children in the learning process. Based on the results of interviews with teachers and also observations at TK Pertiwi 45 Kalisegoro, Gunungpati District, in the implementation of art learning, finger painting activities were given several times, yet only to stamping hands, to be more specific, never to paint. Therefore, researchers want to apply the finger painting technique in painting activities; therefore, children's creativity is honed more, especially children's artistic creativity. Researchers want to research increasing artistic creativity in children aged 4-5 years through finger painting activities at TK Pertiwi 45 Kalisegoro. The research was conducted at TK Pertiwi 45 Kalisegoro, Gunungpati District, because of the support from the teacher to provide painting activities for children by using the finger painting technique, which had not yet been implemented at the institution. In preparing the learning, the teacher must prepare as well as possible to produce clear, systematic and interesting learning arrangements; therefore, students are interested in participating in the process of learning which accordance with the abilities possessed by children. The preparation of a learning model is one of the important basic things and makes ongoing learning in accordance with the target to be achieved (Nuraini & Aris Rahmadani, 2022).

The application of the finger pain-

ting technique is a demonstration method for children. This method is a method that directly practices the steps of the painting by hand or commonly called finger painting. Thus, it is hoped that children could understand firsthand how the technique works. The class that will be implemented is A class at TK Pertiwi 45 Kalisegoro. Through these finger painting technique activities, children can express ideas and thoughts freely. Even better, from these activities, children can bring out their creativity which is basically the ability of each individual to create a new, different idea. TK Pertiwi 45 Kalisegoro is one of the kindergartens located in the Kalisegoro Village area, Gunungpati District, which is located next to the Kalisegoro Village Hall. Teachers in TK Pertiwi 45 often make use of art using a scientific approach; however, it is not optimal; the art being taught only focuses on guided learning activities according to the example of the teacher; therefore, it is less explored by children.

Through finger painting activities, children will get fine motor stimulation which will bring up ideas that are in accordance with the development of each child. Children will create a painting they want using materials that are safe and fun for young children. This is reinforced in research by (Maghfuroh & Chayaning Putri, 2018). When playing with painting using watercolours, you still have to be accompanied by a more mature person; therefore, you are monitored and supervised. Children are expected to be able to participate in research on the creativity of painting using this finger painting technique. Children can develop skills possessed by children and create new work. Children can play with their imagination to create masterpieces.

Finger painting comes from English; finger means finger, while painting means painting. Therefore, finger painting is painting with fingers. Finger painting has appeared since 1931. This technique of painting using fingers was first introduced by Ruth Faison Shaw, an artist as well as an educational figure from America. During its development, this activity was mostly carried out by children. Besides being fun, finger painting can also train and improve children's creativity because they can be free to be creative with textures, art and colours (Madian, 2020). Anies Listyowati dan Sugiyanto, in (Sari, M. M., Sariah, S., & Heldanita, 2020) stated that Finger Painting is a painting technique using fingers directly without using tools. This type of finger painting activity is done by applying a mixture of colours (colour pulp) with your fingers on the surface of the image so that all the fingers used are the fingers,

palms up to the wrists. According to (Wulanda-ri, 2016), finger painting is a fun early childhood activity; one way is to get used to textures, art, colours and creativity. There are many types of dyes and paints on the market.

The purpose of learning this finger painting activity is to shape children into individuals who are smart, creative, patient, and have good character. Through finger painting activities, children can form skilled, responsible, and confident children. The theme of the painting is determined by the educator, but the pictures that will be painted by the children are free according to the experiences and ideas of the children and remain within the specified theme. Based on Herawati (1999:14) in (Retnowati, 2009), there are six functions of learning art, including (1) art as a medium of expression, (2) art as a medium of communication, (3) art as a medium of play, (4) art as a medium for developing talent and art, (5) art as a medium for thinking skills, (6) the function of art as a medium for obtaining aesthetic experiences.

The following is previous research that can be used as a reinforcement of the novelty of this study:

(1) Mutia sari et al. (2018) in a study entitled "Efforts to Increase Drawing Creativity Through Image Media in Group B Children of Ikhsanul Kamil Early Childhood Education". This study used qualitative methods with a population of 20 students consisting of 15 students whose creative abilities in drawing were not yet optimal and five students whose creative abilities were optimal. The results of this study are based on the description, namely drawing creativity through drawing media in group B1 PAUD Ikhsanul Kamis Cot Girek Kanang Lhokseuma- we has an effect on children's drawing creativity abilities, with pre-action percentage results of 34.71% in cycle I to 62.47% and in cycle II experienced presentation increase of 86.38%. Learning is carried out in stages and according to the steps of the drawing media so that there is an increase in drawing creativity gradually following the learning process.

(2) Selia Dwi Kurnia (2015) in a study entitled "The effect of painting activities and fine motor skills on early childhood creativity in painting". The method used in this study is an experiment with a treatment design by level 2x2. The sample in this study amounted to 66 children. The sample collection technique is a multistage sampling technique. The data analysis technique uses two-way ANOVA. The results of this study show that there is an effect on children who are given

finger painting activities; children who are given finger painting activities have higher painting creativity compared to children who are given brush painting activities. This can be seen based on the two-way ANOVA calculation, which shows that the value of $F_{count} (4.99) > F_{table} (4.11)$ at a significance level of $\alpha = 0.05$, then reject H_0 and accept H_1 .

(3) Previous study that been conducted by Indhayani et al. (2022) entitled "Teknik Finger Painting Dan Playdough Efektif Meningkatkan Perkembangan Motorik Halus Anak Prasekolah". This study used a quantitative method with the Quasy experimental type, and the research design used was the Non Equivalent Control Group. The population used in this study were all students in group A and group B at Griya Sinau Salsabila Kindergarten, totalling 36 respondents consisting of 18 respondents in the intervention group and 18 respondents in the control group. Sampling using a purposive sampling technique. This study aims to determine the effectiveness of finger painting techniques and playdough games on the fine motor development of preschoolers at the TK Griya Sinau Salsabila. The results of the analysis of the Wilcoxon test data from the finger painting group were $p\text{-value } 0.005 (p < 0.05)$, and there was a significant effect of intervention between finger painting activities on the fine motor development of preschoolers. And the playdough playing group obtained a result of 0.000 ($p < 0.05$), which means that there was a significant effect of the playdough playing intervention on the fine motor development of preschoolers in TK Griya Sinau Salsabila.

(4) Septia Anggraini et al. (2019) in a study entitled "The effect of finger painting game activity on colour recognition in group b children aged 5-6 years at the TK Bela Bangsa Mandiri in Bandar Lampung". The sample used in this study used multistage random sampling of 30 experimental class children and f control class children. Data collection techniques used in this study are observation and documentation. In comparison, the data analysis used in this study is paired sample t-test and simple linear regression analysis. The results of the study showed that finger painting games had an effect on colour recognition in children. Evidenced by the results of the analysis of colouring activities in the control class obtaining a percentage of 62.96% in the active category and 37.03% in the moderately active category. Finger painting game activity increased in the experimental class with a percentage value of 33.33% in the very active category and 66.67% in the active category.

(5) A study conducted by Hasibuan et al (2017) entitled "Pengaruh Bermain Outdoor Dan Kegiatan Finger Painting Terhadap Kreativitas Anak usia Dini". There was a significant difference in the effect on the experimental group and the control group children from the experimental group were superior to the control group. Thus it can be said that apart from increasing, the development of children's creativity is also influenced by rapid development. This is evident from the results of the analysis using Anova 2. Based on the results of the research and data analysis carried out using the path (F test), as follows: (1) df value = 1 and significance level $\alpha = 0.05$, coefficient value $F = 2.134$ and sig. = 0.107, which indicates a significance level above $\alpha = 0.05$ in the implementation of learning to play outdoors, (2) the value of df = 1 and the significance level of $\alpha = 0.05$ with a coefficient value of $F = 1.733$ and sig. = 0.171, which indicates a level of significance above $\alpha = 0.05$ in the implementation of finger painting learning activities, and (3) the results of the value df = 1 and the significance level $\alpha = 0.05$, the coefficient value $F = 2.778$ and sig. = 0.101, which shows the level of significance above $\alpha = 0.05$ in learning to play outdoor and finger painting activities.

Based on the explanation above, the similarities between this study and previous research are that both used a quantitative approach and used finger painting activities as a research measurement tool, while the difference between this study and previous research is that previous studies focused on measuring increased creativity in drawing, improving children's fine motor skills. In contrast, in this study it focuses more on increasing children's artistic creativity.

According to the problems that arise, the researcher is interested in researching increasing artistic creativity using the finger painting method, with a study entitled "The Arts Creativity Improvement Of Children Aged 4-5 Through Finger Painting Activities At Tk Pertiwi 45 Kalisegoro".

RESEARCH METHODS

This research was carried out in order to find out or obtain scientific truth. To obtain the truth, it is necessary to have a quantitative research method. This research is experimental research with a quantitative approach. In this study, the researchers took one class of class A with a total of 31 students at TK Pertiwi 45 Kalisegoro to serve as the research sample. The researcher used a non-probability sampling technique, the

researcher chose a purposive sampling technique, namely because of the limited number of those who apply painting learning using the finger painting method.

The research instrument, before being used was tested using validity and reliability tests. The results of the instrument reliability test that have been calculated and analyzed using IBM SPSS Statistics 25 with the Cronbach's Alpha test yield a value of 0.982. So with the results of the final score, the instrument is declared reliable because it has a final score of $0.982 > \text{Cronbach's Alpha } 0.5$, and the research instrument can be used to retrieve data which will then pass statistical tests. In this study using a form of measurement checklist. The results of filling out the scale can be seen from the score obtained.

The following is a broad research instrument grid.

Table 1. Instrument Grid

| Indicator | Number | | Item |
|--|----------------|----------------|------|
| | Favorable | Unfavorable | |
| Doing brainstorming activities image to be painted | 1,2,3 | 4,5 | 5 |
| Carry out creative painting activities | 6,7 | 8 | 3 |
| Doing activities that show children can paint various shapes | 9,10,11,12 | 13,14,15 | 7 |
| Doing activity to choose color according to imagination | 16,17,18 | 19,20 | 5 |
| Do painting activities using the finger painting method | 21,22,23 | 24,25 | 5 |
| Doing activities of holding and making finger dough painting | 26,27,28,29,30 | 31,32,33,34,35 | 10 |
| Doing activities that shows children can paint creatively | 36,37,38 | 39,40 | 5 |

After the research was conducted, the researchers analyzed the data using data analysis techniques, namely the Paired Sample T-test using Microsoft Excel and IBM Statistics 25. In

addition, the researchers also analyzed the data in the form of descriptive tests (pretest-posttest), normality tests to find out whether the data were normally distributed or not and tested the hypothesis with the Paired Sample T-test technique to find out whether there is an increase or not in the child's cognitive ability.

FINDINGS AND DISCUSSION

After the researcher carried out the research, the data was obtained which would then be analyzed so that it would produce answers to the hypotheses in the study. In this study, the researcher used descriptive analysis in which the purpose of the descriptive analysis was to describe and describe the data that had been obtained so that, in this way, the value obtained from the cognitive development of children before (pretest) and after (posttest) was given treatment with implementing finger painting activities. The results of this descriptive analysis become the results of the data as they should be, with no elements to make useful conclusions in general. The following are the results of a descriptive analysis of the pretest and posttest data of the finger painting method on increasing artistic creativity in children aged 4-5 years at TK Pertiwi 45 Kalisegoro.

Table 2. Description of Pretest and Posttest Data

| | Class | Experiment |
|-----------|---------|------------|
| Statistic | Pretest | Posttest |
| Maximum | 120 | 136 |
| Minimum | 48 | 104 |
| Range | 72 | 32 |
| Average | 84.52 | 113.55 |

(Source: Research Data 2022)

Table 3. Data Collection Result of Pretest

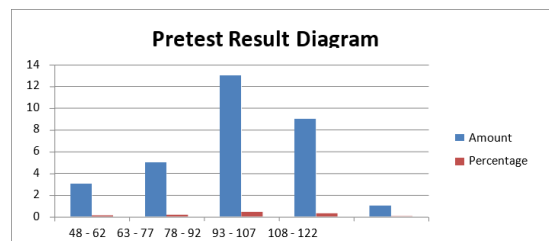
| Interval Class | Amount | Percentage | Category |
|----------------|--------|------------|-----------|
| 48 - 62 | 3 | 10% | Very Low |
| 63 - 77 | 5 | 16% | Low |
| 78 - 92 | 13 | 42% | Medium |
| 93 - 107 | 9 | 29% | High |
| 108 - 122 | 1 | 3% | Very High |

(Source: Research Data 2022)

Table 4. Data Collection Result of Posttest

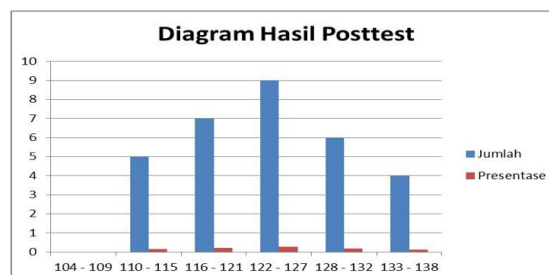
| Interval Class | Amount | Percentage | Category |
|----------------|--------|------------|-----------|
| 112 - 116 | 7 | 23% | Very Low |
| 117 - 121 | 5 | 16% | Low |
| 122 - 126 | 8 | 26% | Medium |
| 127 - 131 | 7 | 23% | High |
| 132 - 137 | 4 | 13% | Very High |

(Source: Research Data 2022)



Picture 1. Graph of Pretest Results

(Source: Research Data 2022)



Picture 2. Graph of Posttest Results (Source: Research Data, 2022)

Table 5. Pretest and Posttest Data Normality Test Results

| | Kolm | ogorov-S | mirnova |
|-----------------|------|---------------|---------|
| Statistic | df | Significanc E | |
| Pretest Result | .107 | 31 | .200* |
| Posttest Result | .131 | 31 | .188 |

*. This is a lower bound ...

a. Lilliefors Significance Correction

(Source: Research Data, 2022)

Table 6. Paired Sample T-Test Results

| Mean | | N | | Std. Deviation | Std. Error Mean |
|--------|-----------|--------|----|----------------|-----------------|
| Pair 1 | Pre test | 84.52 | 31 | 15.931 | 2.861 |
| | Post test | 113.55 | 31 | 5.656 | 1.016 |

(Source: Spss IBM 25)

Differences in Children's Arts Creativity During the Treatment

In the present study entitled "The Arts Creativity Improvement Of Children Aged 4-5 Through Finger Painting Activities At Tk Pertiwi 45 Kalisegoro" aims to find out whether the finger painting method can increase artistic creativity in children, as stated by (Sarwono, 2017) that painting can be said to be close to the world of children. In fact, painting is a tool that can be used to analyze a person's self-development, including the cognitive and psychological development of children. It can be mentioned in the title of this thesis, namely painting using the finger painting method which aims to increase the creativity of children's painting very much, such as dripping dye into flour, painting using flan made from flour, decorating paintings that have been painted, mixing two colours into one fla dough to cultivate the spirit of artistic creativity.

This research is in accordance with the results of research where the finger painting method is discussed with the aim of knowing the increase in children's painting creativity before and after being given treatment or treatment with the paired sample t-test with the calculation results obtained, namely $t_{count} 10.683 > t_{table} 2.715$ and Sig value. (2-tailed) $0.000 < 0.05$. So the conclusion is that H_a is accepted and H_o is rejected. So it can be concluded that in this study, there was a difference in children's painting creativity after being given treatment or treatment of the finger painting method to increase children's painting creativity in children aged 4-5 years at TK Pertiwi 45 Kalisegoro Village, Gunungpati District, Semarang City.

The results of data acquisition, which explain the difference in painting creativity before and after being given the finger painting learning treatment are obtained using descriptive statistical analysis. The values obtained from this analysis with a total of 31 children, the pretest results on the statistics of the experimental group are with an average value of 84.52 and for statistics a maximum of 120, for a minimum of 48, and

for a range of 72. Then for posttest scores with an average 113.55, and for a maximum score of 136, a minimum score of 104 and a range of 32. So it can be concluded that children experience an increase in painting creativity through finger painting activities after the implementation of this learning method. At the beginning of this study, many children were confused and not yet enthusiastic about this lesson because this method was new to them, so the researcher slowly explained it periodically at each meeting. The children really enjoyed playing in the dirt and seeing the colours, moreover the dye was mixed into the fla dough and stirred, and the children scrambled to stir the dye into the fla dough using their hands. The enthusiasm of the children was constrained when holding the fla dough, there were some children who were disgusted and did not want to hold the dough, and many children who painted using their hands were directly pasted and flattened on drawing paper and the result was nothing. At the next meeting, the children began to be able to paint using their fingers on paper and wanted to hold the fla dough well. At the time the research was taking place the researchers continued to work on the children's painting creativity to continue to increase and there was a development every time they were given treatment. Through a brief explanation and practice of painting using the finger painting method from start to finish.

Children have unique behaviour and have many advantages that are sometimes beyond our expectations, children are actually individuals who are more sensitive to circumstances when compared to adults. Train children in painting creativity so that children's creativity can develop better. Learning finger painting activities gives children new experiences, which usually learning creativity only colours worksheets provided by the teacher using crayons or watercolours, children become bored when given monotonous art learning so that children's imaginations develop less optimally. This finger painting method gives children the freedom to express themselves by painting using their ideas and makes children more enthusiastic about learning in honing artistic creativity, including painting so that they can develop properly. The condition of having only one class teacher causes difficulties in coordinating children to play dirty and dirty. With the permission of the principal and class teacher, the researcher finally continued the target of this research which aims to add more fun activities to children while learning at school. With this finger painting activity, children can increase

their artistic creativity, especially painting, using this new method which can make children even more enthusiastic about learning and sharpening their creativity in painting. In addition, children can practice making their own flour dough at home because apart from being easy and taught by researchers, the ingredients for making flour dough are also very affordable and easy to obtain with the help of their parents.

In this study, before being given the treatment, the children's painting creativity was not very visible, coupled with rarely being given painting lessons at school; this was in accordance with what the researchers observed before being given treatment. However, after being given the treatment or learning treatment using the finger painting method, children begin to be able to try new things that have never been found in learning at school, from there the children begin to hold their tools, try to pour flour, pour dye and water into the flour, stir the dough until colouring into the dough with their fingers, the children also want to paint using their fingers on the drawing paper that the researchers have provided, and it's pretty good. From there, the creativity of painting in children begins to increase and makes children even more excited to learn and get to know new things.

Finger Painting Method for Increasing Arts Creativity in Children Aged 4-5 Years

From the results of this study it will be concluded and explained whether the finger painting method has an effect on increasing children's artistic creativity. The results obtained were the pretest scores before being given treatment about art and the results showed that out of 31 respondents, there was one (1) child or 3% who showed very high artistic creativity. There were nine (9) children or 29%, who had an attitude of artistic creativity; thirteen (13) children or 42%, who had an attitude of artistic creativity, five (5) children or 16% who had an attitude of artistic creativity, three (3) children or 10 % who have an attitude of artistic creativity. Meanwhile, after being given the treatment the results of the posttest were carried out in this study according to the table above which shows that out of 31 there were four (4) children or 13% who showed very high artistic creativity, which means that the increase in children's artistic creativity increased after the finger painting activity.

The finger painting method is an art that is practised using flour dough painted on paper using fingers. At this stage the child mixes one or two dyes according to imagination into the cooked flour

dough. Mixing and selecting colors can also train children's creativity according to their imagination, after that the child can paint freely according to the child's imagination.

Through learning to paint using the finger painting method, the researchers observed that there were quite a lot of changes that occurred in children, as was the case at the beginning of the activity, the children still did not want to try holding the flour dough, then the researchers started practising finger painting activities, from there the children began to be interested, curious and began to pay attention. Then after the researcher had finished practising, the researcher started to invite the children to try and practice it too, but the children were still shy and some were afraid to try it. At the next meeting, the researcher started practising again and tried to get the children to practice as well; from there the children started to try and follow slowly. Furthermore, at the next meeting again when yesterday's meeting the children started to try to follow, the researcher tried not to set an example to the children and freed the children to express themselves by painting according to their imagination and the children began to want to add colouring to the dough using their fingers and wanted paint using his own finger. This shows that there are changes experienced in each treatment given, that the creativity of children's painting after being given treatment of finger painting activities increases.

Research on learning to paint using the finger painting method trains the creativity of children's painting which rarely gets treatment for painting activities, children often get learning to colour using crayons, brushes and coloured pencils, for drawing activities children usually only draw in a drawing book and according to the theme given. The existence of painting activities using the finger painting method, it can increase the creativity of painting in children. At the meeting in the first week, some children painted using all their fingers and then flattened it onto the paper provided so that the painting was shapeless. Then at the second week's meeting the children began to be interested in finger painting activities. The child wants to paint using one finger and decorate the painting. In the first week, there were also children who only wanted to paint using one colour, then at the next meeting, as time went on the child started using several colours in the painting like his friends so that the painting looked beautiful. There were also some children who initially did not want to touch the dough at all, then the researchers borrowed the child's hand and gave the child the opportunity to stir the dye

into the dough, then the child began to feel comfortable with the soft texture of the dough and the child wanted to paint using the mixture. This is evidenced by the results of the existing pretest and posttest.

CONCLUSION

The present research entitled "The Arts Creativity Improvement Of Children Aged 4-5 Years Through Finger Painting Activities At Tk Pertiwi 45 Kalisegoro" has been completed. Based on the results of the research and discussion mentioned above, finger painting activities in increasing children's painting creativity, it can be concluded as follows:

The application of the finger painting method can increase the creativity of painting in children aged 4-5 years at TK Pertiwi 45 Kalisegoro, this is because there is a significant difference in increasing the creativity of painting before and after learning finger painting is applied. Increase in artistic creativity, namely the ability to coordinate, express ideas, and combine colours.

The increase in painting creativity before and after the application of the finger painting method to children aged 4-5 years can be seen based on the results of the analysis of the average hypothesis test by looking at the calculations from the paired sample t-test where it is known that the value of $t_{count} = 10.683 > t_{table} 2.715$. Thus H_0 is rejected and H_a is accepted, which means that there is a difference between the average scores of the pretest and posttest results in this study, so it can be concluded that painting activities using the finger painting method can increase the creativity of painting in children aged 4-5 years in Pertiwi Kindergarten 45 Kalisegoro Village, Gunungpati District, Semarang City. With the art of painting finger painting, it can also be seen that painting can increase the creativity of painting in children through the results of an average pretest of 84.52 and a posttest of 113.55, so there is an effect or increase of 34%.

REFERENCES

- Anggraini, S., B.S Jaya, M. T., & Sofia, A. (2019). Pengaruh Aktivitas Permainan Finger Painting Terhadap Pengenalan Warna Pada Anak Kelompok B Usia 5-6 Tahun Di Tk Bela Bangsa Mandiri Bandar Lampung. *The Mathematical Gazette*, 55(393). <https://doi.org/10.2307/3615019>
- Hasibuan, R., & Ningrum, M. A. (2017). Pengaruh Bermain Outdoor Dan Kegiatan Finger Painting Terhadap Kreativitas Anak Usia Dini. *Jurnal Pendidikan (Teori Dan Praktik)*, 1(1), 73. <https://doi.org/10.26740/jp.v1n1.p73-81>
- Indhayanti, R. I., Adz-Zahra, H., & Masini. (2022). Teknik Finger Painting Dan Playdough Efektif Meningkatkan Perkembangan Motorik Halus Anak Prasekolah. 2(1), 33-39.
- Kurnia, S. D. (2015). Pengaruh Kegiatan Painting Dan Keterampilan Motorik Halus Terhadap Kreativitas Anak Usia Dini Dalam Seni Lukis. *Jurnal Pendidikan Anak Usia Dini*, 9(2), 285-302.
- Madian. (2020). Mengembangkan Kreativitas Melalui Anak Melalui Kegiatan Finger Painting Di Taman Kanak-Kanak Cahaya Hati Desa Teluk Rendah Ilir Kecamatan Tebo Ilir Kabupaten Tebo. *Analisis Standar Pelayanan Minimal Pada Instalasi Rawat Jalan Di RSUD Kota Semarang*, 3, 13-14.
- Maghfuroh, L., & Chayaning Putri, K. (2018). Pengaruh Finger Painting Terhadap Perkembangan Motorik Halus Anak Usia Prasekolah Di Tk Sartika I Sumurgenuk Kecamatan Babat Lamongan. *Journal Of Health Sciences*, 10(1). <https://doi.org/10.33086/jhs.v10i1.144>
- Miskawati, M. (2019). Upaya Meningkatkan Kreativitas Anak Dalam Pembelajaran Seni Tari Melalui Strategi Belajar Sambil Bermain Di Tk Islam Sa'adatul Khidmah Tahun Pelajaran 2016/2017. *Jurnal Ilmiah Dikdaya*, 9(1), 45. <https://doi.org/10.33087/dikdaya.v9i1.123>
- Nuraini, K., & Aris Rahmadani, N. K. (2022). Early Childhood Education Papers Implementation Of Steam Learning On Children Aged 5-6 Years At Talenta. 11(1), 28-35. <https://doi.org/10.15294/belia.v11i1.56048>
- Retnowati, T. H. (2009). Strategi Pembelajaran Seni Lukis Anak Usia Dini Di Sanggar Pratista Yogyakarta. 7(2). <https://doi.org/10.21831/imaji.v7i2.6636>
- Sari, M. M., Sariah, S., & Heldanita, H. (2020). Kegiatan Finger Painting Dalam Mengembangkan Motorik Halus Anak Usia Dini. *Kindergarten: Journal Of Islamic Early Childhood Education*, 3(2), 136-145.
- Sari, M., Della, M., Fakultas, D., Keguruan, I., & Lhokseumawe, I. (2018). Upaya Meningkatkan Kreativitas Menggambar Melalui Media Gambar Pada Anak Kelompok B Paud Ikhsanul Kamil. 2(2), 677-683.
- Sarwono, R. (2017). Konsep Seni Pada Karya Seni Lukis Anak Usia 4 Sampai 8 Tahun. *Waspada (Jurnal Wawasan Pengembangan Pendidikan)*, 2(2), 84-102.
- Wulandari, S. (2016). Pengaruh Kegiatan Finger Painting Terhadap Pengembangan Kreativitas Anak Usia 6 Tahun Di Tk Aisyah Medan Johor T.A 2014/2015. *Bunga Rampai Usia Emas*, 2(1), 33-44.
- Yanti, N. N. I. (2014). Meningkatkan Kreativitas Anak Menggunakan Finger Painting Pada Kelompok A Tk Fatayat Li " 10 November " Mojokerto. 1-9. <https://jurnalmahasiswa.unesa.ac.id/index.php/paud-teratai/article/view/6476>