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Management of the Game "Finger Painting" in Improving Fine Motor Skills In Early Childhood

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Abstract

This study aimed to describe the management of finger painting games in improving fine motor skills in children with ingredients obtained and relatively inexpensive, namely dish soap concoction. The research method uses a qualitative approach to get an idea of the finger painting game (concoctions dishwashing soap) direct observations when doing finger painting at RA Maysitoh VI. Sources of information were obtained from interviews with school principals, teachers, parents, and students. The results showed; RA Maysitoh VI institution implements finger painting game management in stimulating students' motoric growth using, planning activities, implementing fun finger painting methods, and assessing children's development. The results obtained by playing finger painting (concoctions dishwashing soap) showed significant effects on children's motor skills as indicated by their interest in forming flowers, writing letters, and making patterns with their finger brushes. This finger painting activity indirectly trains the flexibility of the child's fingers in carrying out further fine motor activities such as writing, cutting, tearing, collage, and so on.

Keywords: *fine motor; finger painting; dish soap*

Abstrak

Tujuan penelitian ini untuk mendeskripsikan pengelolaan permainan *finger painting* dalam meningkatkan kemampuan motoric halus pada anak dengan menggunakan bahan yang mudah didapat serta relative murah yakni racikan sabun cuci piring. Metode penelitian menggunakan pendekatan kualitatif jenis studi kasus, dalam mendapatkan gambaran mengenai permainan *finger painting* (racikan sabun cuci piring) peneliti melakukan observasi langsung ketika melakukan kegiatan *finger painting* di RA Maysitoh VI. Sumber informasi diperoleh dari wawancara terhadap kepala sekolah, guru, wali murid dan anak didik. Hasil penelitian menunjukkan; lembaga RA Maysitoh VI mengimplementasikan pengelolaan permainan *finger painting* dalam menstimulasi tumbuh kembang kemampuan motoric anak didik yang dilakkan melalui cara; Palning kegiatan, Implementasi *Finger Painting* metode asyik, Asesment Perkembangan Anak. implikasi yang diperoleh dengan melalui kegiatan permainan *finger painting* (racikan sabun cuci piring) menunjukkan hasil yang signifikan terhadap kemampuan motoric halus anak ditandai dengan ketertarikan anak membentuk bunga, menulis huruf serta membuat pola dengan kuas jari jemarinya. Kegiatan *finger painting* ini secara tiddak langsung melatih keluwesan jari-jari anak dalam melakukan kegiatan motoric halus selanjutnya seperti menulis, menggantung, merobek, kolase dan lain sebagainya.

Kata Kunci: *motorik halus; finger painting; sabun cuci piring*

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Introduction

The most valuable asset for the nation is the child as the successor of the nation's progress in the future. If the quality of a child has decreased, it is predictable that the end of the country will be destroyed. Because it is essential to prioritize the development of children's quality for future progress (Adriany, 2006), as a child grows, he will also experience growth and development. However, child growth is influenced by many factors, ranging from nutritional intake, stimulation, environment, and genetic factors (Aziz et al., 2021).

According to science and research, children's growth and development are different, ranging from intelligence, talent, desire, creativity, emotionality, character, and independence. Every unique child has differences between one another; the differences can be seen from the ability, creativity, and productivity levels (Astuti & Aziz, 2019). Every child also has shortcomings that need to be understood by parents and teachers, but behind these shortcomings, children also have their uniqueness that can be honed in their development (Suryati, Zulkifli N, 2016). The proper stimulation for children is carried out by distributing education from an early age to form optimal development.

Education for early childhood certainly has differences because its implementation is carried out with the principle of "playing while learning, or learning while playing," which is adjusted through the stages of development. Thus, it is hoped that educators will be able to create creativity and innovation to create a happy, comfortable and safe atmosphere in trying out learning activities (Baharun et al., 2021). Stimulation of coaching is carried out from birth to six years of age through stimulation in helping their development from both physical and spiritual aspects (Lasaiba, 2016). In the competency standards of the early childhood education curriculum, it is stated that the purpose of this education is to help build and grow all the potential that children have starting from their psychic and physical abilities; this development includes religious and moral values, language, cognitive, motor, artistic, social-emotional in preparing further education (Nugraha et al., 2018).

A social system can influence the quality of learning during the learning process. This is attempted to improve the quality of education provided to children so that children can understand and apply it to their lives (Selian, 2019). Teachers are expected to be able to innovate so that the teaching and learning process can obtain optimal results (Kristin, 2018). Therefore, education in early childhood is required to meet developmental needs and design environment and methods of stimulating child development so that it can optimize aspects of child development, not least the child's motor development. Motor development can develop well if good social support and parenting (education) (Agard et al., 2021).

Fine motor is the stimulation of motion obtained from small muscles. The movements of these small muscles function in specific activities such as writing, folding, assembling, buttoning clothes, tying, drawing, cutting, and playing with toys (Aghnaita, 2017). The limited movement includes small muscles, especially in the hands used for writing, drawing, folding, and others (Hildayani, 2007). Fine motor skills are operated from small forces, which since birth, the child has been carrying out motor movements (Efendi, 2015).

Motor development is obtained from maturity and requires stimulation in developing it. Motor development needs to be stimulated to be perfectly integrated into the stage of child development. This is important to do as the opinion of previous researchers regarding the physical development of children's fine motor skills expressed by; Rizqia et al., (2019) said that fine motor skills could be trained by doing various activities. Then Agustin et al., (2018) conveyed that it is essential in developing children's fine motor skills. Indirectly, fine motor development determines the ability of fine motor movements such as writing and cutting. Furthermore, Setiani, (2013) emphasized that motor skills in infants are motivated to make movements; babies can create new motor movements; this is influenced by various factors, including the maturity of the nervous system, physical maturity, and stimulation from the most supportive environment.

Melihat fenomena yang terjadi di lapangan khususnya RA Maysitoh VI Alastengah Paiton Probolinggo, berdasarkan observasi memperlihatkan kemampuan motorik halus anak didik yang masih rendah. Terlihat dari 18 anak didik 15 diantaranya masih belum bisa memperlihatkan kemampuan motorik halus. Anak didik kurang tertarik dengan kegiatan fisik motorik halus dibandingkan dengan kegiatan fisik motorik kasar. Sebab motorik kasar lebih menantang dan menarik sehingga anak cenderung lebih menyukai kegiatan fisik motorik kasar dari pada motorik halus. Berdasarkan observasi di RA Maysitoh VI anak didik pada lembaga tersebut mengalami keterlambatan dalam keterampilan motorik halus yang ditandai dengan kurang berminat dan cenderung acuh tak acuh untuk melakukan kegiatan fisik motorik halus seperti menulis, menggambar, menggunting, merobek, kolase dan lain-lain, adanya penolakan untuk melakukan kegiatan motorik halus serta gaduh dengan temannya, hal ini disebabkan kurang dorongan serta stimulasi dari orangtua dan guru dalam kegiatan pengembangan fisik motorik halus. Penyebab lain dikarenakan stimulasi kegiatan fisik motorik dilakukan dengan cara yang kurang menarik sehingga anak didik kurang terpicat untuk melakukan kegiatan tersebut.

To anticipate asynchronous learning, countermeasures and novelties are needed in stimulating children's development, especially in fine motor development. Teacher RA Maysitoh VI made a breakthrough by integrating finger painting games to optimize fine motoric physical development in students. Finger painting is considered effective in training children to develop a fine motor physique. In finger painting activities, children involve their fingers to move to create a pattern in producing works so that indirectly the physical development of children's motors is getting better honed. Previous researchers also explained the effectiveness of finger painting games in optimizing the physical development of fine motor skills in children.

Therefore, this research refers to several previous studies. Namely, Taiyeb, (2016) conveyed that finger painting techniques can increase fine motor skills through hand-painting activities. It was also emphasized by (Nasril, 2020) Finger painting activities are carried out in creating an image work by using the method of scratching the color mixture with the fingers directly without tools or brushes; this can increase the flexible movement of the fingers to stimulate fine motor development. Furthermore, it was conveyed by (Ating & Santika, 2021) that development can improve children's fine motor physical abilities, one of which is finger painting activities.

It can be concluded that the expression of the researchers revealed that the development of fine motor skills in early childhood could be stimulated through finger painting activities because finger painting activities are done by playing while learning so that children are more interested and interested in doing fine motor physical activities. The novelty of the research here lies in the finger painting material, which was formulated by using materials that are readily available and economical.

Based on the descriptions of several researchers above explaining the importance of stimulation in developing motor intelligence, researchers are compelled to conduct research on "Managing Finger Painting Games (Dishwashing Soap Concoction) Improving Fine Motor Skills in Early Childhood." The focus of research is on managing the development of fine motor skills in early childhood, which is developed through the stimulation of finger painting game activities.

Methodology

This study uses qualitative research methods; this research includes a case study approach that aims to examine the state of an object naturally by conducting research that intends to describe the problem and analyze the issues that occur. The research location is the RA Maysitoh VI institution located in Alastengah Paiton Village Probolinggo with data collection techniques including in-depth interviews, observations, and collecting documents related to the research topic. The subjects of the study were group A2 RA Maysitoh VI.

Sources of informants were obtained from school principals, teachers, parents, and students of RA Maysitoh VI. Furthermore, observations were made in four meetings to directly observe finger painting activities to improve the physical development of fine motor skills in children. The latter analyzes documents that can corroborate the research results. The data relating to the research were collected, then the data was selected, followed by the presentation of the research data, and the final stage was drawing conclusions. The researcher can analyze and conclude the research conducted through the steps carried out. The research design is illustrated by the chart in Figure 1.



Figure 1. Stages of the Data Collection Process

Results and Discussion

The management of finger painting games (dishwashing soap concoction) in improving fine motor skills in early childhood is carried out for students in group A2 at RA Maysitoh VI Alastengah Paiton Probolinggo using;

Planning Activities

A process carried out to determine goals and achieve targets by using effective methods to attain an intent is called planning. Planning is also said to be a function that includes the process of determining marks, policies, products, services, tools, expenses, schedules, locations, personnel, corporate relations (Arumsari, 2017).

IF1, as the head, emphasized that planning or planning is an initial process that can manage activities so that they are structured and programmed to get the expected results. Planning for finger painting game activities has been recorded in the Daily Learning Implementation Plan, used as a reference for managing play in one day. Class teacher RA Maysitoh VI compiled the RPPH.

Every institution should have a care plan to produce output that meets expectations. Likewise, what was done at RA Maysitoh VI? All activities were implemented through careful planning by coordinating with all aspects within the institution in monthly meetings, semester meetings, and annual meetings held with the Foundation, heads, teachers, and guardians of students.

IF2 as the homeroom teacher for group A2 RA Maysitoh VI conveyed that the learning plan includes planning for all aspects of the program, namely the annual program (PROTA), semester program (PROMES), weekly lesson plan (RPPM) and daily learning implementation plan (RPPH), as well as prepare methods, facilities and infrastructure that can support the process of learning activities.

Suitable learning activities are carried out continuously and systematically; the learning activities are structured following learning principles according to the applicable corridors (Nasirun & Yulidesni, 2018).

IF3 also emphasized it as the assistant teacher in group A2 RA Maysitoh VI conveyed that learning planning is a general program that must be prepared in planning learning activities for educational institutions. In preparing the annual program, teachers are guided by the academic calendar. The learning program begins with a detailed one-year program followed by a semester program, then enters the weekly program stage and finally the daily schedule, which results from the elaboration of the weekly program, which will be implemented directly on students.

The series of activity planning is carried out in a structured manner by involving the curriculum section, which prepares all plans, including PROTA, PROSEM, RPPM, and RPPH, which are then submitted to the teacher and checked by the teacher then consulted if there is improvement and finally signing the agreement (Figure 2).

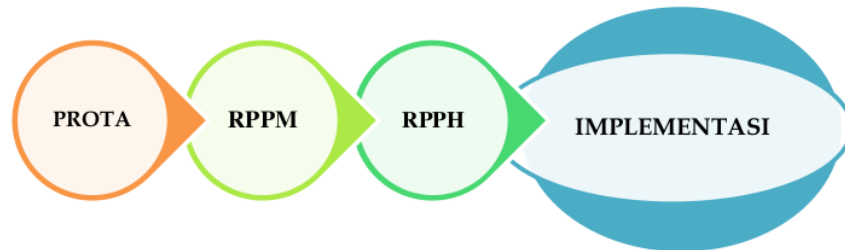


Figure 2. Series of RA Maysitoh VI Kegiatan Activities Programs

Implementation of "Finger Painting"

Implementation carried out by playing while learning can stimulate the allure of students to carry out activities carried out by the teacher so that the expected abilities can develop optimally. The learning process in early childhood requires a pleasant atmosphere, involves the five senses of function, and can satisfy children's curiosity (Misrayeti & Mahyudin, 2020).

Based on the results of observations and interviews conducted by researchers at RA Maysitoh VI, it can be described that the implementation of finger painting in improving fine motor skills is carried out through the following stages:

Introduction of Tools and Materials

The observations made at RA Maysitoh VI in this step are the initial activity in finger painting game activities by showing the tools and materials to students; the teacher introduces the material through clapping and singing so that children feel curious and curious in the following process.

This is in line with the results of an interview with IF4, one of the teachers at RA Maysitoh VI, who conveyed that the teacher's initial activities first showed the tools and materials used in making finger painting (Figure 3); the teacher also conducted a question and answered session with students who completed the class atmosphere more enjoyable.

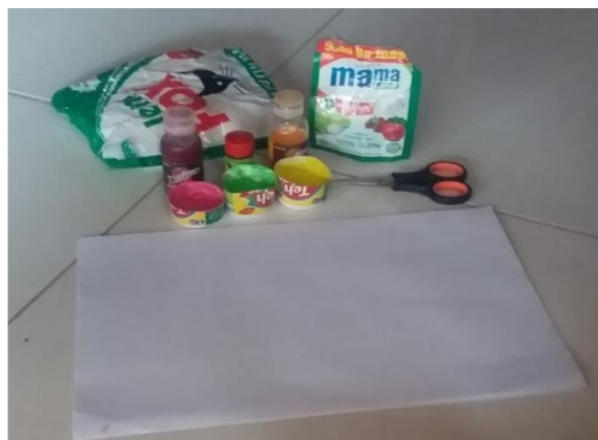


Figure 3. Finger Painting Materials

Introducing tools and materials provides information and knowledge to students regarding the use of finger painting materials and the manufacturing process that students can implement at home with their parents. Not only that but the introduction of these tools and materials is explained about their uses which should not be used carelessly but only for finger painting activities.

Finger Painting dough making

Based on the observations obtained at RA Maysitoh VI, finger painting dough is done after introducing the tools and materials to students. Teacher RA Maysitoh VI gave a tutorial on making dough used in finger painting activities. Step by step is explained in detail by the teacher, and students listen to the tutorial on making the dough; the teacher also provides support so that students can mix themselves with the direction of the teacher, this is done so that children can be independent and can do finger painting activities outside the classroom.

IF1 emphasizes that this motivation is encouraged to develop their imagination and creativity further so that students are indirectly trained in fine motor skills.



Figure 4. How to Process Finger Painting Dough

Figure 4, showing the right way to process finger painting dough is necessary for satisfying children's curiosity because then children can practice these activities not only at school but also outside school.

Application of Finger Painting Game Activities

In applying the activities, the teacher forms small groups of three to four people. The application through groups in the game resulted in six aspects of child development being well stimulated. Based on observations made by researchers with the group method, children can establish communication that evokes increased language development; children also share, which increases social-emotional development, then children can develop cognitively through colors and pictures motor skills by moving their hands and fingers to form finger painting, able to create the art of forming patterns and images, as well as religious and moral values, namely by praying before and after activities.

IFI conveyed that the finger painting game at RA Maysitoh VI was carried out through a group method set in such a way by the teacher. After the group division is complete, each child gets a blank paper which will later be scratched using their fingers.

The application of finger painting is carried out by referring to the Rpph corridor that is being worked on, but still paying attention to the interests and desires of the child because every child is unique, not the same from one another as well in terms of child development. The development of each individual is not the same in physical and non-physical aspects (Bujuri, 2018).

IF2 also emphasized that in making painting patterns on blank paper, the teacher first explained the themes learned on that day, for example; the music of the universe sub-theme of natural objects, then students are directed to paint finger painting according to the theme explained by the teacher, but the teacher does not charge the child to follow the directions the teacher gives, enough that the child wants to move his hand to paint using finger painting, it is more than enough to stimulate fine motor skills.



Figure 5. RA Maysitoh VI's Finger Painting Activities

Through finger painting games, children can express their imagination; students can explore by mixing colors and will produce new blooms. This activity was very popular with students of RA Maysitoh VI, as seen from the observations of all students, especially the A2 group, who were very enthusiastic about participating in finger painting activities (Figure 5). Through this activity, students also show they're fine motoric physical development by liking writing, cutting, tearing, collage, etc.

Child Development Assessment

The implementation of learning assessments should be carried out by all educational institutions, including RA Maysitoh VI, located in Alastengah Village, Paiton Probolinggo. The evaluation is carried out to see how far the development of students is in improving fine motor skills.

The purpose of the self-assessment is so that the planned plan can achieve the desired target and can carry out the planned program. The assessment or evaluation results are intended to re-plan and function as the final administration and management (Baharun & Wibowo, 2021). Early childhood education includes planning, organizing, implementing, and assessing (Ita, 2018).

IF1 said the teacher evaluated children's development in several stages. Firstly, this developmental assessment is carried out through anecdotal notes. Namely, inspections carried out by teachers in recording children's stories from the beginning and the end of learning. Both checklist assessments this assessment is carried out on six aspects of child development in the form of checklists assessed from the activities carried out by children. The third assessment of the work is obtained by looking at the work made by students, such as finger painting activities.

IF2 states that the assessment or assessment is recapitulated in daily assessments, weekly assessments, and the last monthly assessment of the semester assessment in the form of report cards which will later be given to students' parents. Through assessment activities, both teachers and guardians of students can guess all aspects of a child's development, including fine motor development.

IF4 as the student's guardian, also revealed that the assessment results obtained by his child from the semester assessment showed significant results. Initially, our child received a check (MB) and began developing fine motor activities, so now our child has experienced improvement with achievement assessment (BSH) and sets according to hope. Its development is seen from the report cards and seen in activities at school and home. Our child can write his name, draw without help, and enjoy playing finger painting activities at home.

Through assessment activities to evaluate all programs in schools, they can provide direction and continuous improvement to get maximum output. This activity has a satisfying impact, especially on the progress of the school or institution.

Conclusion

The lack of stimulation for early childhood, especially in stimulating the six aspects of development, results in developmental delays. Likewise, in fine motor skills, proper motivation is needed so that children can flex their body movements in fine motor development. In overcoming the lack of stimulation of fine motor development, RA Maysitoh VI's teacher innovated to attract students' interest in developing fine motor skills through finger painting games that were processed with their concoction using economical easy-to-obtain materials with the main ingredient of dish soap. Finger painting (dish soap concoction) applied to RA Maysitoh VI improved fine motor skills in children as seen in the development of writing, cutting, tearing, collage, and other skills, especially in the A2 group RA Maysitoh VI who became the subject of research. Of course, the application of this program cannot be generalized to all institutions because the climate that occurs in one institution is different from another.

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