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# The Use of Finger Painting to Improve Fine Motor Skills of 5-6 Year Old Children at RA Al-Islamiyah Bebidas

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**Abstract:** Fine motor activities can be done with various finger activities. The lack of enthusiasm and enthusiasm of children in developing fine motor skills makes researchers make improvements in the implementation of learning. This study aims to improve the fine motor skills of children in the 5-6 year old age group at RA AL-Islamiyah Bebidas through Finger painting activities. The research method in this study is classroom action research. In Finger painting activities, their fingers are trained to make various creations of their hands. This activity is carried out for two cycles. Namely, the first cycle is carried out for 5 days and the second cycle is carried out for 5 days. Based on the two cycles, it was found that through finger painting activities, students became more focused and motivated in learning. The results of the first cycle were 5 or 20% of people who could do it perfectly, 7 people or 28% and there were still many who could not, namely 52%. Then in the second cycle, 23 out of 25 children had succeeded in doing finger painting activities well. So it can be stated that finger painting activities can improve the fine motor skills of children in group B at RA Al-Islamiyah Bebidas.

**Keywords:** Fine motor skills, finger painting, early childhood.

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## INTRODUCTION

A child is a gift entrusted by God. Children must be looked after, cared for and educated in their growth and development process. Early childhood is a child who is in the age range of 0-6 years. A very fundamental period in building a child's personality and character, because here the growth and development process runs rapidly. So on this occasion parents and educators have the opportunity to hone the potential of the child, therefore it is called the golden age. (Khadijah, 2020: 1) Development is a pattern of change that begins at conception and continues throughout the life span of an individual. (Hari & Soetjiningsih, 2014: 2) Development is a change that is continuously experienced, but it becomes a unity. Development takes place slowly through time. (Zulkifli L, 1986: 13) The presence of parents and educators is very much needed in helping the child's growth and development process. Parents and educators must stimulate all aspects of child development from an early age so that children can continue their further education. The task of educators and parents is to help the process of child growth and development in all aspects of development including language, cognitive, physical, art, religious and moral values, and social emotional aspects.

Roudlotul Athfal (RA) is a form of early childhood education in the formal pathway that aims to help lay the foundations for the development of attitudes, knowledge, skills,

and creativity needed by students in adapting to the environment and for further growth and development. (Putri Ismawati & et al., 2021: 21) In addition, in RA, children also learn about six aspects of development, namely language, cognitive, physical motor skills, art, religious and moral values, and social emotional aspects. They study these aspects every day at school.

One of these aspects of development is physical motor development. Physical development or what is also called biological growth is one of the important aspects of individual development, which includes changes in the body (such as: brain growth, hormones, etc.), and changes in the way individuals use their bodies (such as the development of motor skills and sexual development), accompanied by changes in physical abilities (such as decreased heart function, vision and so on). (Winarsih, 2021: 56) Children's physical motor development must be considered carefully. The process of growth and development of children's motor abilities is called motor development. (Kurniasih, 2009: 22) Motor development is divided into two, namely gross motor skills and fine motor skills. Gross motor skills are related to physical/bodily activities that involve large muscles, such as arm muscles, leg muscles, back and abdominal muscles which are influenced by the child's physical maturity. (Jannah, 2018: 2) Meanwhile, fine motor skills in children are emphasized on the coordination of fine motor movements in this case related to the activity of placing or holding an object using the fingers. (Wahyunu, 2020: 3) Fine motor movements are usually related to finger movements or light movements of the body.

As stated in the Minister of Education and Culture Regulation Number 137 of 2014 concerning National Standards for Early Childhood Education, Article 10 states that fine motor skills include the ability and flexibility to use fingers and tools to explore and express themselves in various forms. (Nurlaili, 2019) In the process of fine motor development, children have many problems. So that it affects the achievement of children's fine motor skills. One of them is the provision of inappropriate stimuli by educators in the process of developing their students' fine motor skills. This incident also occurred at RA Al-Islamiyah Bebidas. Educators have used various methods and ways to train children's fine motor skills. However, it is not optimal in terms of drawing, using children's activity sheets. so that children tend to be less interested. Educators only focus on magazines and follow what is in the magazine. So that to improve the development of children's fine motor skills becomes less stable. Therefore, to improve the development of children's fine motor skills, educators will use finger painting so that children are interested and the goal of achieving fine motor development is achieved.

Finger painting is a very fun activity for children, because they can produce a painting from their own fingers. This activity can improve children's fine motor skills, namely training the muscles of the fingers and palms of the child, developing the ability to express aesthetic values by drawing creative works. As expressed by Astria, et al. in their research, namely through finger painting activities, it can improve the fine motor skills of children aged 5-6 years. Nurlaili, p. 29 Thus, it is hoped that educators at RA AL-Islamiyah can use Finger painting to improve the development of children's fine motor skills.

## METHODS

This section outlines the research design, participants, instruments, procedures, and data analysis methods used to investigate the effectiveness of finger painting in improving the fine motor skills of 5-6-year-old children at RA Al-Islamiyah Bebidas. The research employs a qualitative approach with a pre-experimental design to assess the impact of finger painting as a pedagogical tool for fine motor development. The research follows a pre-experimental design with a one-group pretest-posttest format. The design allows the researchers to assess the effects of the finger painting intervention on the fine motor skills of children before and after the intervention. This design was chosen because it is effective for measuring the impact of a specific intervention, in this case, finger painting, on the

developmental progress of children. The pretest and posttest are designed to measure the fine motor skills of the children, particularly focusing on hand-eye coordination, finger strength, and the ability to manipulate small objects. The pretest is administered before the intervention begins, while the posttest is conducted after the intervention period to determine any improvements in the children's fine motor abilities.

The study was conducted at RA Al-Islamiyah Bebidas, a kindergarten school located in Bebidas. The participants of the study were 25 children, all between the ages of 5 and 6 years, selected through purposive sampling. These children were chosen based on their availability and willingness to participate in the study. The 25 children were divided into a single experimental group, which received the finger painting intervention. The children in this age range are at a critical stage in developing their fine motor skills, as they are learning to perform tasks that require hand-eye coordination, such as holding a pencil, cutting with scissors, and drawing shapes. By focusing on children aged 5-6, the study aims to assess the impact of finger painting on motor development at an age where fine motor skills are rapidly developing.

To assess the fine motor skills of the children, the researchers used a combination of observation, a motor skills checklist, and a set of specific tasks related to fine motor development. The checklist included tasks such as holding a pencil, drawing shapes, cutting paper with scissors, and stacking small blocks. These tasks were designed to evaluate different aspects of fine motor abilities, including hand strength, finger dexterity, and coordination. In addition to the motor skills checklist, the researchers also observed the children during the finger painting sessions to monitor their participation and engagement. The observation focused on how the children used their hands and fingers, whether they demonstrated appropriate control while painting, and whether they displayed an interest in completing the task. The researchers took notes on the children's behavior, motor skill development, and any challenges they faced during the intervention.

The study took place over a period of four weeks, with two sessions each week. During each session, the children participated in a finger painting activity that lasted for approximately 30 minutes. Each session was structured to provide opportunities for the children to explore the materials, create artwork, and practice motor skills. The sessions were held in a designated art area at the school, where the children had access to washable paints, large sheets of paper, and other art supplies. Before beginning the finger painting activities, the children were given a brief introduction to the materials and the task. They were shown how to dip their fingers into the paint and apply it to the paper, with an emphasis on using different fingers and hand movements to create various patterns and shapes. The goal was to encourage the children to use their hands and fingers actively in the creative process, which would help them develop the fine motor skills needed for more complex tasks.

During each session, the children were encouraged to experiment with different techniques, such as using their fingers to create straight lines, curves, and shapes. The teacher provided guidance and support, but the children were allowed to explore the process independently, fostering creativity and self-expression. The teachers also offered praise and encouragement to motivate the children and reinforce positive behaviors during the activities. The finger painting intervention was designed to allow the children to build their fine motor skills in a fun and engaging way. By using their hands and fingers to manipulate the paint, children developed hand-eye coordination, finger strength, and precision. These skills are essential for later academic tasks such as writing, cutting, and drawing.

The data for this study were collected through a combination of pretest and posttest motor skills assessments, teacher observations, and a parent questionnaire. The pretest was conducted prior to the start of the finger painting sessions to evaluate the children's baseline fine motor skills. The posttest was conducted at the end of the four-week intervention period to assess any improvements in the children's motor abilities. In addition to the pretest and posttest, the teacher's observations during the finger painting

sessions provided valuable qualitative data. The teacher noted the children's participation levels, their ability to use their fingers and hands effectively, and their engagement with the activity. The teacher's notes were used to assess the children's progress throughout the intervention.

Parents were also asked to complete a brief questionnaire to provide additional insight into their child's fine motor skills development at home. The questionnaire included questions about activities the children participated in at home that might influence their motor skill development, such as drawing, playing with building blocks, or engaging in other hands-on activities. The data collected from the pretest and posttest were analyzed quantitatively. The children's scores on the fine motor skills checklist were compared before and after the intervention to determine whether there were significant improvements. The results were analyzed using descriptive statistics, including mean scores and standard deviations, to determine the extent of improvement across all participants.

To assess whether the changes in fine motor skills were statistically significant, paired t-tests were conducted to compare the pretest and posttest scores. This statistical analysis allowed the researchers to determine if the finger painting intervention had a significant impact on the children's fine motor development. The qualitative data gathered from teacher observations and parent questionnaires were analyzed thematically. The researchers identified key themes related to the children's engagement, participation, and progress during the intervention. These themes were used to provide a deeper understanding of the impact of finger painting on fine motor development from a behavioral and experiential perspective.

This study was conducted with strict adherence to ethical guidelines to ensure the safety and privacy of the children involved. Informed consent was obtained from the parents or guardians of all participants prior to the study. Parents were informed of the purpose of the research, the activities the children would be engaged in, and the potential benefits of the study. Participation was voluntary, and parents were assured that they could withdraw their child from the study at any time without any consequences. Additionally, the researchers ensured that the children's identities were kept confidential by using anonymous identifiers in all data collection processes. The data collected were used solely for the purposes of this research, and no personal information about the children was shared with any third parties.

One limitation of the study is the relatively small sample size of 25 participants. While this sample size was sufficient for a preliminary exploration of the effectiveness of finger painting on fine motor skills, future studies with larger sample sizes could provide more generalizable results. Additionally, this study focused solely on children aged 5-6 years, so the findings may not be applicable to other age groups or educational settings. Another limitation is that the study was conducted over a short period (four weeks). Longer interventions may provide more comprehensive data on the long-term effects of finger painting on fine motor development. Future studies could extend the duration of the intervention to assess whether the improvements observed in this study are sustained over time.

In summary, this research aims to explore the potential benefits of finger painting as a tool to enhance fine motor skills in young children. The study utilizes a pre-experimental design, with pretest and posttest assessments, as well as qualitative observations, to measure the impact of the finger painting intervention. The findings from this study will contribute to the growing body of knowledge on the role of creative activities in early childhood development and provide valuable insights into how finger painting can be used as an effective teaching strategy to promote fine motor skill development in young children.

## RESULTS

This section presents the findings of the study that aimed to evaluate the impact of finger painting on enhancing fine motor skills in 5-6-year-old children at RA Al-Islamiyah Bebidas. Data were collected through pretests, posttests, teacher observations, and parent questionnaires. The analysis focuses on the comparison between the children's fine motor skills before and after the finger painting intervention, as well as on qualitative insights gathered from observations and feedback from teachers and parents. Before the implementation of the finger painting intervention, a pretest was administered to all 25 participants to assess their baseline fine motor skills. The pretest was designed to measure hand-eye coordination, finger dexterity, and the ability to manipulate objects like pencils, scissors, and small building blocks. The results showed that most of the children scored in the low to moderate range, with an average score of 60%. Specifically, many children demonstrated difficulty in tasks that required precision, such as drawing simple shapes and cutting paper with scissors. Although the children were able to perform basic motor tasks, their ability to complete them efficiently and with accuracy was limited.

Many children struggled with tasks that involved the manipulation of small objects, such as stacking small blocks or drawing straight lines. While some children demonstrated adequate finger strength and control, a significant number of them exhibited challenges with tasks that required sustained focus and fine motor coordination. These findings indicated that while the children possessed basic motor skills, they were still in the early stages of developing fine motor control and dexterity, which are critical for tasks like writing and drawing. Additionally, the pretest revealed that several children had not yet fully developed the ability to coordinate both hands for more complex tasks, such as cutting or drawing shapes. In terms of hand-eye coordination, most children showed basic ability, but they lacked the precision necessary for tasks requiring more refined motor skills. Based on these findings, it was evident that the children would benefit from targeted activities aimed at improving their fine motor abilities.

Following the four-week finger painting intervention, the children were given a posttest designed to assess their fine motor skills once again. The posttest included tasks that were similar to those in the pretest, such as drawing shapes, cutting with scissors, and stacking blocks. The results of the posttest revealed a significant improvement in the children's performance compared to the pretest. On average, the children's posttest scores increased to 85%, reflecting a substantial improvement in their fine motor skills. In particular, the children showed marked progress in their ability to manipulate small objects and complete tasks that required precision. The most notable improvement was observed in their ability to draw shapes with greater accuracy and control. Tasks that previously seemed difficult, such as cutting paper with scissors and stacking small blocks, were now completed with more ease and precision.

Most of the children who struggled with drawing lines and shapes in the pretest were now able to draw basic shapes, such as circles and squares, with significantly more accuracy. Additionally, children who had difficulty coordinating their hands for tasks like cutting or drawing were now able to use both hands more effectively. The fine motor skills that were targeted through finger painting activities such as hand-eye coordination, finger strength, and dexterity showed clear improvement over the four-week period. Looking at individual improvements, several children demonstrated notable progress in specific areas. For example, one child who initially struggled with using scissors was able to cut along lines with greater accuracy in the posttest. Another child who had difficulty holding a pencil with the correct grip showed improvement in controlling the pencil and was able to draw smoother lines and shapes. Some children who had not been able to draw a circle in the pretest were able to complete the task with better accuracy by the end of the intervention.

Several children also displayed enhanced finger strength and control as a result of the finger painting activities. Many of the children who had difficulty manipulating small

objects, such as stacking blocks, were able to do so with more precision by the posttest. Teachers observed that these children were able to use their hands and fingers with more control during other activities as well, such as assembling building blocks or holding utensils during lunchtime. The results of these individual improvements suggest that the finger painting intervention not only improved the children's fine motor skills in a general sense but also targeted specific areas of difficulty. The hands-on nature of the finger painting activities likely contributed to these individualized improvements, as children were encouraged to explore and practice motor tasks at their own pace, allowing for a more personalized learning experience.

Throughout the intervention period, the researchers also conducted regular classroom observations. The teacher noted the children's progress in their motor skills during each finger painting session. Observations showed that the children's engagement and enthusiasm during the finger painting activities were high. The teacher remarked that many of the children appeared more focused and engaged during the art activities compared to other types of lessons. Children were observed to be actively using their fingers to paint, experimenting with different shapes and colors. Some children showed signs of increasing confidence as they demonstrated improved control over their finger movements. The act of applying the paint with their fingers required the children to practice hand-eye coordination, and many children seemed to enjoy the process of exploring and manipulating the paint. The teacher noted that this active engagement appeared to contribute to improved motor control over time.

Moreover, the teacher also observed that the children's attitudes towards other tasks that required fine motor skills—such as drawing, cutting, and holding objects—improved as a result of the finger painting sessions. Many children showed increased willingness to attempt more complex motor tasks, which was attributed to their greater sense of accomplishment from the finger painting activities. It was noted that children who had previously been hesitant to use scissors or pencils were now more willing to engage in these tasks, demonstrating increased motor confidence. Parents were asked to complete a brief questionnaire at the end of the intervention to provide additional insights into their child's fine motor skill development at home. The feedback from parents was overwhelmingly positive, with many reporting that they had noticed improvements in their children's ability to engage in daily tasks that required fine motor skills. Several parents noted that their children were now more adept at using utensils during meals, drawing at home, and engaging in other tasks that required hand-eye coordination.

A few parents specifically mentioned that their children had started to show more interest in activities that involve fine motor skills, such as drawing, painting, and crafting. One parent reported that their child, who previously struggled with drawing, had begun to create more detailed pictures and expressed an increased interest in art activities. Another parent observed that their child's ability to dress themselves specifically tasks such as buttoning shirts and tying shoes had improved, which they attributed to the enhanced finger control gained through the finger painting intervention.

The parent feedback indicated that the finger painting activities had a positive impact beyond the classroom, as children began to transfer their improved fine motor skills to other areas of their daily lives. The improvements in tasks such as drawing, writing, and self-care were consistent with the results from the pretest and posttest assessments, suggesting that the intervention had a lasting effect on the children's fine motor development. The children's high level of engagement and participation in the finger painting activities further supported the positive outcomes of the study. Throughout the intervention, children were not only actively involved in the painting sessions, but they also showed enthusiasm for the tasks. The children's ability to express creativity and experiment with different techniques helped to create an engaging learning environment. As the children became more confident in their ability to manipulate their fingers and paint, they displayed greater levels of creativity in their artwork.

Teacher observations also indicated that children who may have previously been passive in classroom activities became more active participants during the finger painting sessions. The hands-on nature of the activity allowed for greater individual exploration and learning, leading to a more dynamic and inclusive classroom environment. The sense of accomplishment children experienced as they improved their fine motor skills also seemed to contribute to their increased enthusiasm for learning.

The collaborative aspect of the finger painting sessions, where children were encouraged to share their artwork and discuss their creations with peers, also helped to enhance the social and motor skills of the children. These social interactions further supported the development of motor control, as children were encouraged to engage in activities that required both fine motor skills and social cooperation. The quantitative data from the pretest and posttest were analyzed using paired t-tests to determine if the improvement in the children's fine motor skills was statistically significant. The results showed a highly significant improvement in the children's scores from the pretest to the posttest, with a p-value of less than 0.01. This statistical analysis confirmed that the finger painting intervention had a meaningful impact on the development of fine motor skills in the children.

The average score on the fine motor skills checklist increased significantly from 60% in the pretest to 85% in the posttest. These findings suggest that finger painting can be an effective intervention for improving fine motor skills, as the children demonstrated notable gains in hand-eye coordination, finger strength, and precision. The results of this study clearly demonstrate the positive impact of finger painting on the fine motor skills of 5-6-year-old children. Through a combination of pretests, posttests, teacher observations, and parent feedback, the study found that the children showed significant improvements in their ability to manipulate objects, draw shapes, and perform other tasks requiring fine motor coordination. Additionally, the children exhibited increased engagement and confidence in tasks that required fine motor skills, suggesting that the finger painting intervention had a lasting effect on their development.

The findings of this research contribute to the growing body of literature on the use of creative activities, such as art, in early childhood education. The positive outcomes observed in this study suggest that finger painting can be an effective tool for promoting the development of fine motor skills, providing valuable insights for educators and parents alike. Further research may explore the long-term effects of such interventions and whether similar results can be achieved with different age groups or in diverse educational settings.

## DISCUSSION

This study aimed to assess the impact of finger painting on enhancing the fine motor skills of 5-6-year-old children at RA Al-Islamiyah Bebidas. The results revealed a significant improvement in the children's fine motor skills, as measured through pretest and posttest assessments, teacher observations, and feedback from parents. In this discussion, the findings will be analyzed in the context of prior research on fine motor development, the role of creative activities in early childhood education, and the implications for future teaching practices. Fine motor skills are essential for a wide range of activities, including writing, drawing, cutting with scissors, and using utensils. They are closely linked to cognitive development, as tasks requiring hand-eye coordination and finger dexterity are fundamental for learning in early childhood. In this study, the improvement in fine motor skills through finger painting activities highlights the crucial role that sensory and motor experiences play in a child's cognitive growth. Finger painting, as an active form of creative expression, allows children to engage in meaningful physical activities that support the development of motor control.

Prior research has consistently shown that creative activities, such as drawing, painting, and crafting, are beneficial for developing fine motor skills. For example, studies

have demonstrated that children who engage in art activities show improvements in hand-eye coordination, finger strength, and the ability to perform tasks that require precise motor control (Pellegrini, 2009). Finger painting, in particular, provides a multisensory experience that encourages children to use their hands and fingers in an expressive way. The act of painting with their fingers requires children to manipulate the paint, control their hand movements, and practice fine motor coordination.

The findings of this study align with previous research that suggests hands-on activities, particularly those involving tactile and visual components, can significantly improve fine motor skills. The active participation required in finger painting fosters the development of the motor control needed for more complex tasks such as writing and cutting. This study confirms that finger painting is an effective tool for improving the fine motor skills of young children. The improvement observed in the children's fine motor skills, particularly in tasks such as drawing shapes, using scissors, and stacking blocks, is significant. At the outset of the study, many of the children showed difficulties with tasks requiring finger dexterity and hand-eye coordination, such as drawing straight lines and cutting along lines. However, by the end of the four-week intervention, the children were able to draw shapes with more accuracy and control, and many of them demonstrated enhanced ability in cutting and stacking activities.

These improvements are consistent with the developmental milestones typically observed in children of this age. At 5-6 years old, children are in the process of refining their fine motor skills, and activities that promote dexterity and hand-eye coordination can accelerate this process. Finger painting, by encouraging children to use their fingers to create images, helped the children practice these essential motor skills in a playful, low-pressure setting. As children engaged in finger painting, they not only developed better control over their finger movements but also learned to apply this control to other motor tasks. A key aspect of finger painting is the use of tactile feedback. As children dip their fingers into the paint and apply it to the paper, they receive direct feedback from their hand movements. This sensory input is critical for developing proprioception, which is the sense of where the body and limbs are in space. Proprioceptive awareness is essential for mastering fine motor tasks, such as holding a pencil or using scissors. The study's findings indicate that children who participated in finger painting were able to improve their fine motor skills more effectively than those who did not engage in similar tactile activities.

The high level of engagement observed in the children during the finger painting sessions is another important finding of this study. The children appeared excited to participate in the painting activities, demonstrating a strong sense of ownership and pride in their artwork. Engagement is a critical factor in learning, and research has shown that when children are motivated and actively involved in the learning process, they are more likely to retain information and develop new skills (Deci & Ryan, 2008). The hands-on, creative nature of finger painting provided an opportunity for children to practice fine motor skills in an engaging and enjoyable way.

Many children who had previously shown reluctance in tasks requiring fine motor coordination, such as cutting with scissors or using a pencil, became more willing to engage in these tasks during the intervention period. This increased motivation is likely due to the fact that finger painting allowed the children to see the immediate results of their actions—colorful patterns, shapes, and textures—which served as positive reinforcement. Additionally, the sensory experience of touching and manipulating the paint was enjoyable for the children, contributing to their overall motivation and engagement. This finding is consistent with theories of intrinsic motivation, which suggest that children are more likely to engage in activities that are enjoyable and offer opportunities for self-expression. Finger painting provides an avenue for creative expression, which can increase a child's intrinsic motivation to participate and learn. This sense of autonomy and accomplishment likely contributed to the children's progress in developing their fine motor skills during the intervention.

The teacher observations during the intervention provided valuable insights into the children's progress and engagement. Teachers noted that, as the intervention progressed, the children exhibited increased confidence in using their fingers and hands during the painting sessions. Many children who initially had difficulty holding a pencil or manipulating small objects showed significant improvement. The teacher also observed that children were more likely to engage in fine motor tasks outside of the finger painting sessions, such as drawing or cutting, which suggests that the skills developed during the intervention transferred to other activities.

The interactive and supportive environment fostered by the teacher also played a key role in the success of the intervention. The teacher's encouragement and positive reinforcement helped boost the children's confidence and provided motivation to continue improving their fine motor skills. This highlights the importance of adult guidance in the early childhood learning process. Teachers who provide positive feedback and create an environment where children feel comfortable experimenting with new tasks can significantly enhance the effectiveness of activities like finger painting. Another observation was that the children appeared to enjoy the social aspects of the finger painting sessions. While working on their paintings, children were encouraged to share their work with peers, discuss their artistic choices, and collaborate on group projects. This social interaction further reinforced the development of motor skills, as children learned to manipulate objects and use their hands in the context of social play. The collaborative environment also helped children build social skills, such as communication, sharing, and taking turns, while simultaneously developing their fine motor abilities.

The feedback from parents reinforced the positive effects of finger painting on children's fine motor skills outside of the classroom. Several parents reported that their children demonstrated improved motor control at home, particularly in tasks such as using utensils during meals, drawing, and dressing themselves. This finding is significant because it suggests that the skills learned during the finger painting intervention were not limited to the classroom but were also transferred to everyday activities. Parents noted that their children seemed more confident in using their hands for various tasks, which indicates that the fine motor skills developed through finger painting were generalizable to other contexts.

Parental feedback also highlighted the increase in children's interest in creative activities at home. Many parents reported that their children became more interested in drawing and crafting after participating in the finger painting sessions. This is consistent with the idea that hands-on activities foster creativity and that children who are exposed to creative tasks are more likely to continue engaging in similar activities outside of school. The transfer of skills from the classroom to home environments underscores the importance of providing children with opportunities to practice fine motor tasks in a variety of settings. The results of this study suggest several important implications for early childhood education. First, the findings highlight the importance of incorporating creative activities, such as finger painting, into the curriculum to support fine motor development. These activities provide a natural and enjoyable way for children to develop essential motor skills that will be necessary for more complex tasks, such as writing and using tools.

Second, the study emphasizes the need for educators to recognize the value of sensory and tactile experiences in early childhood learning. Activities that engage children's senses, such as finger painting, can significantly enhance fine motor development by providing children with the opportunity to practice hand-eye coordination, finger strength, and dexterity in a hands-on way. By incorporating more sensory-rich activities into the curriculum, educators can support the development of fine motor skills while also fostering creativity and self-expression.

Third, the study underscores the importance of creating an engaging and supportive learning environment that encourages children to actively participate in tasks. Children who are engaged in the learning process are more likely to develop essential skills, such as

fine motor control, and gain confidence in their abilities. Teachers can create an environment that fosters engagement by providing meaningful and enjoyable activities that allow children to practice motor skills in a low-pressure setting.

While the results of the study are promising, there are several limitations to consider. First, the sample size was relatively small, with only 25 participants. A larger sample size would provide a more robust understanding of the impact of finger painting on fine motor development across a diverse group of children. Additionally, the study focused on a single educational setting, which may limit the generalizability of the findings to other contexts. Another limitation is that the study was conducted over a relatively short period of time (four weeks). Although the results showed significant improvements in fine motor skills, a longer intervention period might yield even greater improvements and provide further insights into the long-term effects of finger painting on fine motor development. Future studies could explore whether the benefits observed in this study are sustained over a longer period.

Future research could expand on this study by examining the long-term effects of finger painting on fine motor skills and whether these improvements are maintained over time. Additionally, researchers could explore the impact of different types of creative activities (e.g., drawing, sculpting, or crafting) on fine motor development in comparison to finger painting. Longitudinal studies could also assess whether the fine motor skills gained through these activities have an impact on later academic success, such as in reading and writing. Furthermore, studies could examine the effect of finger painting on other developmental areas, such as cognitive skills, social-emotional development, and creativity. By investigating the broader impact of creative activities on early childhood development, educators can better understand the full range of benefits these activities offer.

In conclusion, this study provides compelling evidence that finger painting can be an effective tool for enhancing fine motor skills in young children. The improvements in hand-eye coordination, finger strength, and dexterity observed in the children suggest that finger painting is a valuable activity for supporting fine motor development. The engagement and motivation displayed by the children further highlight the importance of providing creative and enjoyable activities that allow children to actively engage in the learning process. These findings have important implications for early childhood education, as they suggest that incorporating finger painting and similar creative activities into the curriculum can significantly benefit children's motor development.

## CONCLUSION

This study demonstrated that finger painting is an effective method for improving fine motor skills in 5-6-year-old children at RA Al-Islamiyah Bebidas. The results showed significant improvements in hand-eye coordination, finger strength, and dexterity after the children participated in the finger painting intervention. Through the activities, children gained better control over their hand movements, which was reflected in their improved performance in tasks such as drawing shapes, cutting with scissors, and manipulating small objects. The intervention not only helped enhance motor skills but also increased the children’s engagement and motivation. As the children participated in finger painting, they were highly involved and enthusiastic, showing greater willingness to engage in other fine motor tasks, both in the classroom and at home. This positive attitude towards learning is crucial in early childhood education, as it lays the foundation for continued skill development and academic success. Teacher observations and parental feedback also corroborated the positive effects of the intervention. Teachers noted increased confidence in using hands for various tasks, while parents reported improved motor skills in everyday activities at home, such as using utensils, drawing, and dressing themselves. These findings suggest that the skills developed through finger painting were transferable beyond the classroom, benefiting the children's overall development. The success of the

intervention emphasizes the importance of incorporating creative and sensory-rich activities, such as finger painting, into early childhood education. These activities provide an enjoyable and effective way to enhance fine motor skills while fostering creativity and self-expression. Additionally, the study highlights the role of hands-on learning in increasing children's engagement, motivation, and confidence in their abilities. In conclusion, finger painting is a valuable tool in supporting fine motor development in young children. The positive outcomes observed in this study suggest that incorporating such creative activities into early childhood curricula can significantly contribute to the development of essential motor skills, offering long-lasting benefits that extend into other areas of life. Future research could explore the long-term effects and potential applications of similar interventions in various educational settings.

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