

Play Finger Painting in Creative Art Model to Help Smooth Motoric Development and Creativity of Group a in Kindergarten at Aek Loba Pekan Village

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Abstract- The background in this research is the low development of smooth motoric and creativity of group A in kindergarten at Aek Loba Pekan Village. This research aims to produce the product in the form of finger painting buku panduan gurue in creative art model to help the development of smooth motor and creativity of children. The method used is research development (reserch and development). Implemented in four stages of research that define, design, development, disseminate. The subjects of this study were children of Aisyiyah Bustanul Athfal-3 Kindergarten academic year 2017/2018 and Al-Madinah Kindergarten academic year 2017/2018 consisting of 49 children and selected by 8 children were taken at random sampling. Instrument of data collection in the form of observation sheet. The results of this study indicate an increase in smooth motor development of children by 32,4% and by 41,9% improvement in children's creativity. While the use of conventional methods of fine motor improvement only amounted to 9,8% and creativity increased by 26,1%. Thus it can be concluded that the use of finger painting buku panduan gurue in creative art model more effectively improve the development of smooth mototics and creativity of children compared with the use of conventional models. This guidebook is expected to become a reference teacher in carryingout the activities of play especially for children of group A in kindergarten at Aek Loba Pekan Village.

Keywords: *Creative Art, Finger Painting, Smooth Motoric, Creativity.*

1. INTRODUCTION

The development of fine motor is one kind of important development developed for early childhood. The development of fine motor of early child is emphasized on the coordination of fine motor movement in this case relates to activity of putting or holding an object by using fingers and coordination between eye with hand.

Smooth motorism is related to creativity. The more developed fine motor ana k, the more children create more creativity. Maxim (1993) states that physical activity will increase the child's curiosity and keep the children looking at things, catch them, try them, throw them or drop them, take, shake, and put things back into place. The presence of a child's motor skills / skills will also foster the child's creativity and imagination that is part of the child's mental development (in Sujiono, 1.7).

The phenomenon that often occurs in kindergarten, applied learning emphasizes the academic process. Students are required to follow academic learning such as reading, writing and arithmetic. This is due to the parents' demands on the teacher so that their children can immediately write, read, and count (calistung), which resulted in teachers stuck to provide continuous learning activities and lack of play activities in learning in kindergarten. In addition, the lack of instructional media used in learning activities provides a great influence for children, where children should be able to optimize their development by utilizing the media, to be unfulfilled.

In addition, in terms of creativity of kindergarten children, generally still low. This can be known by the number of children who have not been able to produce their own work, they still imitate the work of others. It must be admitted that up to now the school system has not fully developed and produced its graduates to be creative individuals. Likewise, the learning process undertaken seems to still be more emphasis on learning knowledge that requires students to memorize facts, than the learning that can create, which can lead the child to be himself capable of creating.

To develop fine motor skills and creativity as well as to tackle the child's boredom, teachers need to provide other interesting activities so that children can learn with eagerness. For that, g uru need teacher book that contains materials that match the aspects of development and the needs of students and their availability the corresponding teacher book demands curriculum , availability teacher book corresponding with characteristics participants educate , availability teacher book corresponding with demands solving problem learning , as well as an interesting new learning model as well as to improve the smooth motor development and creativity of students.

One of the activities that can be done to develop fine motor skills and student creativity is by playing *finger painting* in the *cerative art* model .

Through playing *finger painting* the child directly use his fingers to get in touch with the painting media that is paint and image area. In this way the child can develop a fine motor. *Finger painting* activities undertaken for the development of fine motor skills can be seen when the child touch and feel the texture of the paint slurry, and express themselves through

movement of the hand at *finger painting* media used in the study, as well as eye-hand coordination when doing *finger painting* activities.

In addition to helping children's fine motor development, *finger painting* also helps children to pour his imagination so as to sharpen the child creative thinking. The child is given the freedom to develop his imagination by doing a painting game using the fingers. So that the child is able to explore all his ability in the form of painting.

Creative art is a model of play developed at the Academy of Play and Child Psychotherapy (APAC) (Ratnawati: 2017). This model of play sees children holistically. This means playing is aimed at developing motor physics, communication skills, the ability to understand something, foster social relationships, train emotions, moral and spiritual, creativity and protect themselves independently simultaneously and thoroughly. In accordance with this view then this model uses various types of play in an integrated manner.

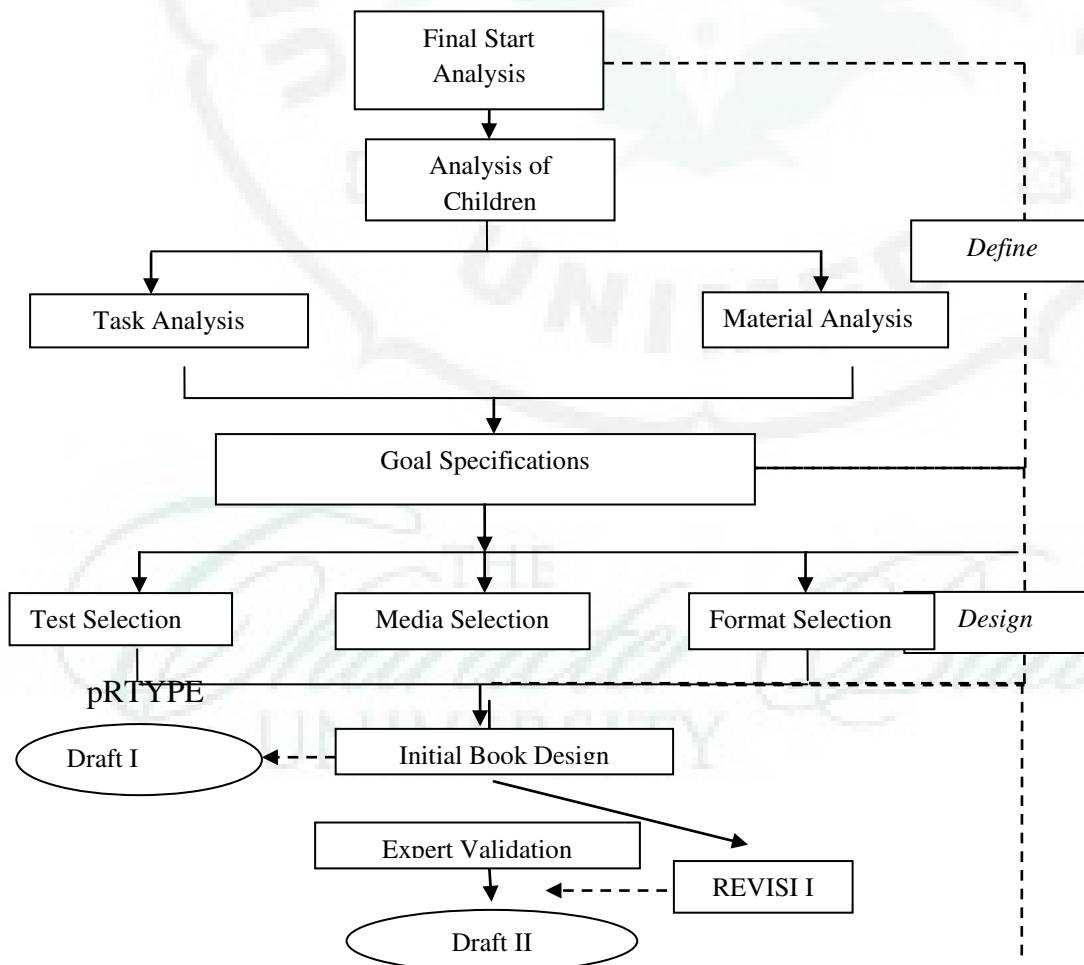
Creative art is an activity that involves the child's imagination and can include activities such as art, dance, drama, and music. The benefits of emphasizing creative art in early childhood education ranging from developing fine physical motor skills to emotional and mental. Creative art provides an outlet for children to explore and control their emotions (Mills : 2014).

Creative art models can be an alternative solution to schools, where teachers use only conventional approaches to

the learning process. In conventional learning the teacher focuses only on pedagogy and professional competence only. However, through creative art models, children can gain their personal and social competencies such as communicating effectively, empathetically and fairly (Rogers : 1978), in addition to pedagogical competence and professional competence. This model is an integrated playing model. This play model consists of creative visualization, drawing, talking, playing puppet, playing mask, playing clay, playing drama, and music (Maichoidi: 2007). Based on this model is suitable for early childhood who are applying the model of playing while learning.

II. METHOD

This research is a development research. The subject of this research is children of group A TK Aisyiah Bustanul Athfal Kelurahan Aek Loba Pekan. In this research there are several stages or steps undertaken to produce creative art learning model to improve fine motor skills and creativity children, which are: [1]definition stage); [2]design stage; [3]development stage; and [4]dispersion stage. The steps of the development procedure of creative art learning model to improve the fine motor skills and creativity of children to be implemented adapted from Thiagarajan (Trianto, 2011: 189) can be seen in the following table :



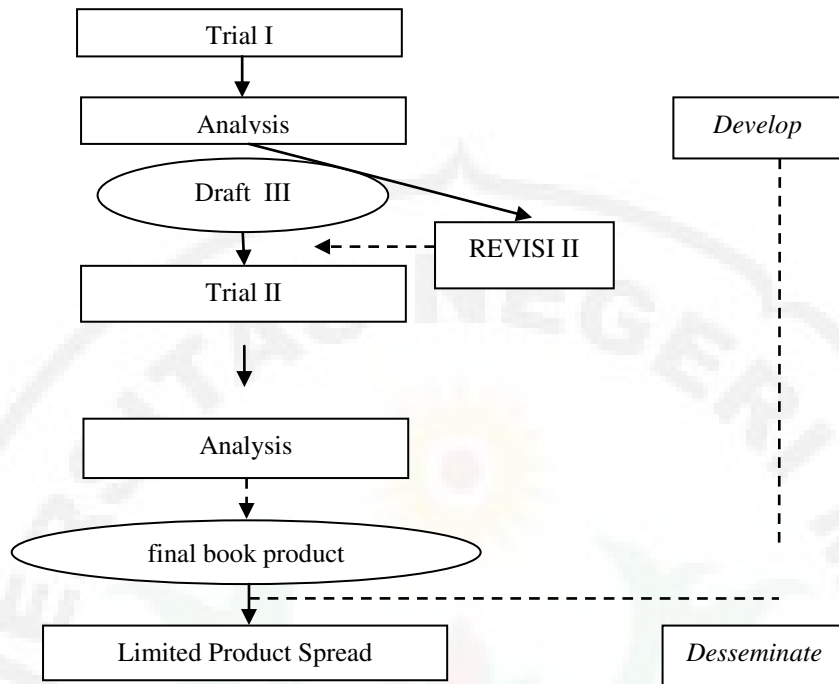


Figure 1. Thiagarajan Development Procedure with Design 4D (Trianto, 2011)

III. RESULT AND DISCUSSION

Based on the experimental results conducted in the experimental class on 4 children to determine how much effectiveness teacher manual play *finger painting* in *creative art* model in developing fine motor and creativity based on pretest and posttest. The acquisition of pretest and posttest results in 4 children of group A can be seen in the picture below:

In general, the development of creativity of children before being given treatment is at an average of 29.4%. The assessment is in the undeveloped category (BB). While after being treated, the creativity of the child increased by 71.3%. This assessment is in the evolving category as expected (BSH).

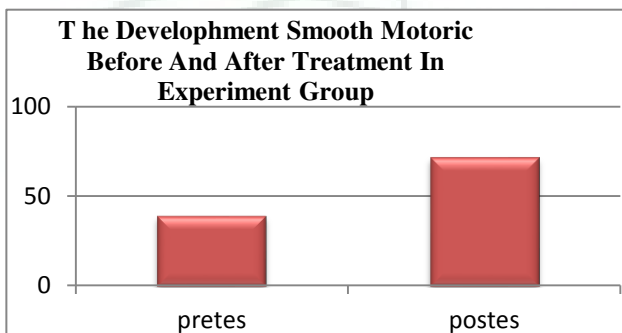


Figure 2. Smooth motor development of children before and after treatment at TK Aisyiyah Bustanul Athfal-3

In the figure above shows the general difference in motor development before and after treatment. Before the treatment was given in general the fine motor development of children is on average 39.1%. The assessment is in the undeveloped category (BB). However, after being treated by applying the teacher manual to play *finger painting* in the *creative art* model the smooth motor development of the child in general becomes 71.5%. This assessment is in the evolving category as expected (BSH).

While the development of creativity is described as follows:

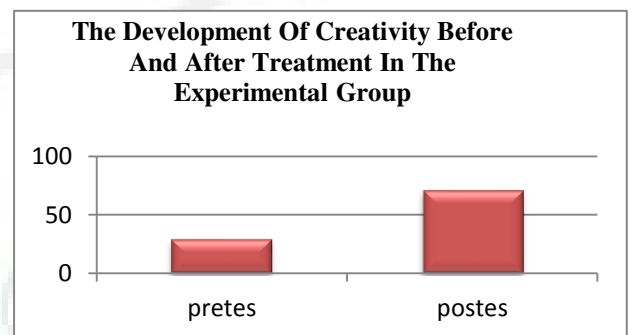


Figure 3. Development of children's creativity before and after treatment in Aisyiyah Bustanul Athfal-3 kindergarten

As for the development for every fine motor indicator in kindergarten that is treated that kindergarten Aisyiyah Bustanul Athfal-3 by applying teacher manual playing

finger painting in creative art model is described as follows:

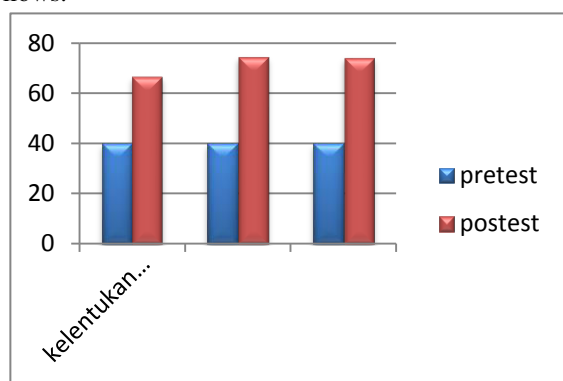


Figure 4. Pretest-Posttest Results Indicators of Child Fine Motor Development Aisyiyah Kindergarten Bustanul Athfal-3 (Experimental Group)

In the picture above shows after treat in Aisyiyah Bustanul Athfal-3 kindergarten as experimental group in general the fine motor development of children for the development of wrist shape, eye and hand coordination and the ability of fingers are in the category developed according to expectations (BSH). But specifically before treatment wrist stretching, eye and hand coordination and the ability to use the child's fingers are in an undeveloped category (BB). As for the development of children's creativity can be seen as follows:

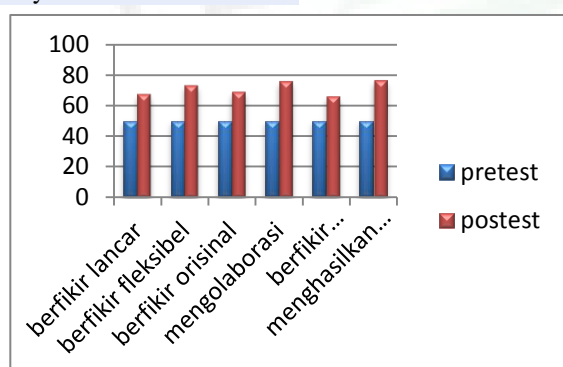


Figure 5. Pretest-Posttest Results Indicators of Child Fine Creativity Aisyiyah Kindergarten Bustanul Athfal-3 (Experimental Group)

In the picture above shows after treat in the Aisyiyah Bustanul Athfal-3 kindergarten as experimental group in general the development of children's creativity is in the category of developing as expected (BSH). In particular

before treatment the ability to collaborate and produce children's work, the ability fluffy beerfikir, the ability to think flexibly, the ability to think original, and imaginative thinking children are in the category not developed (BB).

IV. CONCLUSION

Teacher book playing finger painting in creative art model can be an alternative solution to learning problems for early childhood that emphasizes the conventional learning where students are emphasized to learn to read, write, counting just so as to ignore the play activities for children. This module provides a new playing concept that not only emphasizes paedagogic competence and professional competence, but through the Finger Painting module in creative art model , students can develop fine motor skills and creativity of children through play activities.

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