



Application of Finger Painting Techniques to Develop Drawing Creativity in Children Aged 4-5 Years

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ABSTRACTS

This research is motivated by the low creativity of early childhood children at RA At-Taufiq, Cikalongkulon District, where their artworks still tend to be similar, so that more varied and enjoyable learning methods are needed. The purpose of this study is to describe the application of finger painting techniques in developing the artistic creativity of children aged 4-5 years and to identify inhibiting factors and the solutions taken. The research uses a qualitative approach with a case study type, through observation, interview, and documentation techniques, and is analyzed through the stages of data reduction, presentation, and drawing conclusions. The results show that finger painting activities contribute significantly to increasing children's creativity, marked by their ability to express ideas freely, demonstrate fluency, flexibility, originality, and elaboration in their work, as well as increasing fine motor skills and courage to express themselves. This is because finger painting not only develops the artistic aspect, but also has emotional and psychological benefits, because it can be calming, increase self-confidence, and help children channel expression and creativity freely. This technique can also be linked to three theories of creativity that underlie the approach in the study of early childhood development. Thus, finger painting has proven to be effective as a holistic, fun, and meaningful learning method in fostering creativity in early childhood.

ARTICLE INFO

Article History:

Received 10 Jan 2025

Revised 14 Mar 2025

Accepted 19 Apr 2025

Available online 09 May 2025

Publication Date 01 Jun 2025

Keyword:

Children's creativity,

Finger painting,

The art of drawing.

1. INTRODUCTION

Childhood is a crucial period for providing various stimulations for optimal child development. Experiences and learning from an early age will significantly impact a person's future life (Astuti et al., 2024). Every child has a distinct personality from adults, tending to be active, enthusiastic, and highly curious, and enjoy tirelessly exploring their environment to meet their needs. A child's holistic and flexible potential can develop optimally through a dynamic interaction between genetic and environmental factors.

Every child possesses diverse potential and characteristics, both in terms of talents and interests, such as in the fields of art, sports, language, and music (Agustina et al., 2023). During early childhood, physical and mental development occurs very rapidly and even begins while the child is still in the womb. The growth of brain nerve cells, which form the foundation of intelligence, starts during the prenatal phase and continues to develop after birth (Yusuf & Helmi, 2022). Therefore, early childhood is often considered a crucial period for providing appropriate stimulation to support the optimal development of children's potential.

One effective medium for optimizing early childhood development is finger painting, a painting technique using fingers without a brush. This activity provides children with the opportunity to channel their imagination, train fine motor skills, and enhance creativity. According to experts, finger painting helps children with hand-eye coordination, sensitivity to color and shape, and develops artistic potential (Nababan & Tesmanto, 2021; Handayani et al., 2023). The creativity that emerges from this activity is important in life because it trains children to think original and find unique solutions to problems.

Finger painting is a painting technique using fingers, palms, or other parts of the hand directly without tools such as brushes. This activity involves applying paint or colored mixtures to a flat medium such as paper, allowing children to create expressive and colorful works of art (Marlina & Mayar, 2020). More than just a drawing activity, finger painting is beneficial in training hand-eye coordination, developing imagination, and fostering children's creativity. This activity also provides a sensory experience that helps children control finger movements and develops fine motor skills that are useful in writing and daily activities.

In practice, drawing using the finger painting technique gives children the freedom to explore, creating images based on their ideas and imagination. This activity is simple, easy to do at home or school, and can encourage children to express themselves through art. Teachers play a crucial role in supporting this process by creating a safe atmosphere, respecting children's ideas, providing opportunities for experimentation, and helping children think and act without pressure (Yanti et al., 2025).

Finger painting not only develops the artistic aspect but also has emotional and psychological benefits, as it can be calming, increase self-confidence, and help children freely express themselves and express their creativity (Faizin, 2024). Finger painting is an effective method for fostering children's artistic creativity because it provides opportunities to experiment with color, create unique works, and foster courage without fear of getting dirty. Although creative activities such as drawing and painting have been implemented at RA At-Taufiq, children's creativity remains low because the results tend to be uniform. Therefore, varied learning methods are needed, and finger painting is an appropriate alternative. Research by Astuti et. al., (2022) and Susanti & Desyandri (2022) also demonstrated that finger painting has a positive and significant effect on enhancing creativity in early childhood. The purpose of this study is to describe the application of finger painting techniques in developing artistic drawing creativity in children aged 4–5 years, as well as to identify inhibiting factors and their solutions.

2. METHODS

This study uses a qualitative approach with a naturalistic type, namely research that utilizes natural conditions without any particular manipulation (Warosari, 2022). According to Sugiyono (2021), this approach allows researchers to study research objects in real situations, where phenomena develop naturally without significant intervention from the researcher. The type of research used is descriptive qualitative, which aims to provide a systematic overview of the phenomena studied through data presentation, analysis, and interpretation. The focus of this study is directed at efforts to develop the artistic creativity of children aged 4–5 years at RA At-Taufiq, Cikalongkulon District, specifically through the application of the finger painting method.

The research method used was a case study, a scientific study conducted in-depth and comprehensively on a specific process, activity, or event (Assyakurrohim dkk., 2022). Through this method, researchers can interact directly with research subjects, thereby gaining a comprehensive understanding of the phenomenon being studied. The case study in this research focused on the application of finger painting techniques in learning by examining inhibiting factors, solution strategies, and their impact on the development of children's drawing creativity. Therefore, this method is considered relevant for answering the research questions in greater depth.

Data collection techniques used were observation, interviews, and documentation studies, with the researcher acting as the primary instrument (Septiana et. al., 2024). The obtained data were then analyzed using a qualitative analysis model through the stages of data reduction, presentation, and drawing conclusions.

3. RESULTS AND DISCUSSION

Research conducted at RA At-Taufiq in Cikalongkulon District found that finger painting activities provide meaningful learning experiences in early childhood education. Through exploratory art activities, children are able to express their ideas, feelings, and imagination freely using colors and hand movements. These activities also create a fun learning environment and encourage children's active participation during the learning process.

Based on the research findings from observation, interviews, and documentation, the application of finger painting techniques at RA At-Taufiq, Cikalongkulon District, contributes to the development of artistic creativity in children aged 4–5 years. This simple and enjoyable activity allows children to freely express ideas, emotions, and imagination while supporting their sensorimotor exploration and creative development (Rosdiana & Pratiwi, 2023).

Observational findings show that children were highly enthusiastic in participating in finger painting activities and demonstrated creativity indicators such as fluency, flexibility, originality, and elaboration in their artwork. The teacher's guidance and praise supported children's confidence to express themselves, while interviews with the principal, teachers, and parents confirmed that finger painting stimulates fine motor skills, visual abilities, creative thinking, and emotional expression. These findings indicate that finger painting can serve as a holistic learning medium that supports cognitive, affective, and psychomotor development.

The application of finger painting techniques at RA At-Taufiq in Cikalongkulon District can be linked to three theories of creativity that underlie approaches to early childhood development studies (Ulfa, 2022), from a psychoanalytic perspective, finger painting allows children to express emotions, imagination, and subconscious thoughts through color and

touch. According to Carl Rogers' humanistic theory, this activity reflects openness to new experiences, autonomy, and children's courage to experiment with colors and shapes in a supportive learning environment. Meanwhile, Piaget's cognitive theory emphasizes play as an important medium for developing thinking skills, where finger painting helps strengthen fine motor abilities, stimulate imagination, and support meaningful learning experiences.

Finger painting also has therapeutic and emotional benefits. This activity gives children a space to express their feelings through color and finger movements, which can indirectly help them build their self-identity and manage their feelings (Hader et al., 2021). As expressed by parents, children become more expressive, bolder in using a variety of colors, and demonstrate increased creativity in drawing activities at home. The hands-on experience of creating artwork with their own hands makes this activity personally meaningful for children and strengthens emotional bonds between children and the adults around them through appreciation of their work.

Inhibiting Factors and Solutions in the Implementation of Finger Painting Techniques.

Based on observations, interviews, and documentation, several inhibiting factors in the implementation of finger painting techniques are as follows:

1. Lack of Concentration and Focus in Children. Some children have difficulty maintaining focus during activities, particularly due to their young age and susceptibility to distraction by their surroundings. This is closely related to children's unstable emotional awareness, as explained by Sartika & Munastiwi (2019), who states that emotional imbalances, such as being easily distracted or losing interest, can hinder the creative process. Young children tend to be easily distracted by noise, peers, or surrounding situations, so an appropriate emotional approach is essential in learning.
2. Children's Hesitation in Touching Paint. At the beginning of the activity, some children showed reluctance or discomfort in touching the paint directly with their hands because they were not yet accustomed to the sticky or wet sensation. This situation indicates the importance of family support in fostering children's courage and exploratory habits at home. Sartika & Munastiwi (2019) emphasized that families play a strategic role in fostering children's creativity, so a lack of synchronization between family and school support can hinder a child's creative process.
3. High Enthusiasm Makes Classroom Management Difficult. Children's high enthusiasm for participating in activities often creates a noisy and unruly classroom atmosphere, requiring teachers to work extra hard to manage the flow of activities. As Sartika & Munastiwi (2019) explains, excessive supervision can limit children's freedom of expression, leading to feelings of stress and a loss of creative motivation.

Thus, these various factors indicate the importance of a balance between emotional support, the role of the family, and a flexible learning approach in supporting the development of children's artistic creativity through finger painting techniques.

Based on the description of the obstacles found, solutions are provided to overcome them, as follows:

1. Implementation of Ice Breaking Strategy and Personal Approach, teachers use ice breaking techniques before starting activities to help children focus more, while creating a fun and conducive learning atmosphere.

2. Gradual Guidance for Children Who Are Still Hesitant, children who are initially reluctant to touch paint are guided slowly with a personal approach, and given the opportunity to explore textures through simple sensory play at home and at school.
3. Collaboration between Teachers in the Classroom, to ensure the activity runs effectively, two teachers are assigned to guide the children alternately. This aims to maintain order and provide adequate attention to each child throughout the activity.
4. Support from Parents at Home, parents also help the child's adaptation process by providing similar activities at home and creating an exploratory atmosphere that supports the development of children's creativity.

Thus, the success of implementing finger painting techniques is greatly influenced by the synergy between the right emotional approach, family involvement, and adaptive learning strategies in the school environment.

4. CONCLUSION

Based on the research findings and discussion, the application of finger painting techniques at RA At-Taufiq, Cicalongkulon District, is effective in developing the creativity of children aged 4–5 years. This can be seen in children's ability to express ideas freely, improve fine motor skills, and develop cognitive, affective, and psychomotor aspects. Children also showed creativity indicators such as fluency, flexibility, originality, and elaboration, supported by teachers who provided guidance and appreciation during the activities.

However, this study has several limitations, including the limited number of research subjects from only one educational institution, the limited timeframe, and the limited number of teachers assisting during the activities. Some obstacles were also found, such as children's lack of concentration, hesitation to touch paint directly, and classroom conditions that were sometimes difficult to control. Therefore, future research is recommended to involve more institutions and participants, as well as explore the use of finger painting with various media or learning approaches to further examine its impact on early childhood development, particularly artistic creativity.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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