



Finger Painting Activities to Improve the Artistic Development of Children Aged 5-6 Years

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ABSTRACT

Artistic development is crucial for training children to think freely and process knowledge through creativity, which they can use to create valuable works of art. Finger painting is used as a method or tool to help children express their artistic development. Through finger painting, children are able to develop their artistic development. The research method used was classroom action research, where the researchers conducted the study in two cycles. The implementation included planning, implementation, observation, and reflection. Observations indicated that research related to artistic development can be significantly improved through finger painting. In the pre-cycle, the average achievement of children was 56% (in the "Sufficient" category). After implementing the method in Cycle I, the average increased to 64% (in the "Sufficient" category), and in Cycle II, it increased to 84% (in the "Good" category). Improvements occurred across all indicators, including the ability to form images, combine colors, utilize media, neatness of work, and courage to express themselves. The finger painting method can improve artistic abilities by engaging in free-form finger painting activities. Children are given specific themes to draw freely using the finger painting technique. Children are also able to combine colors well so that children's concepts about art become broader.

Keywords: *Finger painting, art development, children*

INTRODUCTION

Early childhood education is a fundamental education for children who require stimulation for their development. Art taught to young children is related

to fine motor and cognitive skills. Art provides examples for children on how to apply correct and incorrect concepts within a given content. Children can freely engage in painting activities, which foster exploration, creativity, and experience. This is crucial for children's development, both physically and cognitively.

Good cognitive and physical abilities will enhance their artistic development. This research was conducted because teachers struggle to provide activities that enhance children's artistic abilities. Teachers often struggle to implement steps to improve children's artistic abilities. Therefore, this research was conducted.

The purpose of this research is to facilitate the development of artistic skills for children aged 5-6 years through finger painting. Finger painting is the activity of applying a mixture of colors directly to a surface using the fingers and hands, including the palms and wrists, to create a picture. Finger painting can produce images and stimulate artistic development. It can also serve as a tool for remembering a topic introduced to young children (Susanti & Desyandri, 2022).

Finger painting is a direct painting technique performed without tools. Children replace brushes with their fingers to directly train the development of hand and finger muscles and their imagination. This activity is highly beneficial for development and recognition of various colors and shapes, enhances children's imagination and creativity, improves hand-eye coordination, trains concentration, and can be used as a medium for expressing children's emotions. It is a form of direct painting that does not require the use of tools. Instead, children can already use their fingers as a substitute for brushes (Mayar et al., 2022).

The theory of artistic development itself suggests that it can begin at an early age, and artistic talent can even be inherited from parents. This is because successful education in children can be achieved and lead to positive outcomes in their development if there is interaction and family responsibility to support their further development. To foster optimal child development, parents need to provide full support so that even children without artistic talent can develop as part of a good quality of life (Dini, 2020).

To learn art, children need teachers who believe there is something to learn in art. Children need teachers who understand that they themselves must understand their children's needs, from their interests to their thoughts and feelings. Artistic development requires a combination of knowledge and developmental needs that align with the needs of children. Artistic development itself involves knowledge and learning methods for children to contribute to creating works of art (Palmer et al., 2023).

Improving children's thinking skills in art can be achieved through finger painting techniques or activities. Finger painting can be used not only to train fine motor skills because it involves finger muscles, but also to stimulate eye-hand coordination and fine motor control (Ditha et al., 2025; Rohmah & Tasuah, 2024). It can also have a positive impact on children's artistic abilities. Research has shown that finger painting activities can provide benefits and foster creativity, fostering independence, imaginative imagination, and honing skills in art learning (Mayar et al., 2022).

Artistic talent in early childhood can be expressed more broadly through learning media. Finger painting also provides a platform for children to develop their artistic skills, which can be an effective alternative method for enhancing early childhood artistic abilities (Bunga Chantika et al., 2024). Art, in realistic art literacy, involves creating artwork with precision and technique (Jia & Laoakka, 2025). Its relevance to early childhood artistic development does not extend to the level of accurate artwork; children are simply asked to create images with patterns and combine colors, demonstrating that each person possesses unique artistic abilities.

When viewed from the perspective of artistic development in children aged 5-6, children develop an interest in art. Indicators include drawing various shapes and painting various methods and objects. This means that the artistic skills required by children aged 5-6 are not limited to professional artistic pursuits. Children must understand that art is important for maintaining a balanced life (Directorate General of Teachers and Education Personnel, 2020).

This research focuses on artistic development, which is intended to provide play activities that can foster an interest in art. Through finger painting, the researchers emphasize that before creating complex works of art, young children need basic knowledge, initial skills, and habits that can be utilized as adults, when they need artistic skills to develop later in life.

METHOD

This research used a classroom action research method. The approach used was qualitative, with 11 children as subjects. The research, conducted at the Hubbul Wathon Kindergarten, showed that group B, consisting of 14 children aged 5-6, showed a significant improvement. Researchers conducted observations using the research procedures of Kemmis and McTaggart, which included a pre-research design to assess children's finger painting abilities, drawing with their fingers on a free theme. After conducting the pre-research, researchers analyzed the observation results and found the finger painting method to be quite effective. They then planned their observations. They began

implementing the finger painting method, then conducted reflections to take field notes, record, and document all findings that emerged during the action process (Hanim et al., 2023).

Data analysis was carried out by creating percentages using a Linkert scale according to the indicators studied. The analysis was then carried out using a formula based on the average of the results of the indicators studied.

RESULTS AND DISCUSSION

In the first cycle of finger painting, the children's understanding of the meaning of finger painting was still limited. They were still using their fingers to create longer strokes. Instead, they should simply stick their fingers into the patterned paper, allowing them to follow the pattern, and the basic colors would determine the beauty of the painting.

This step was quite difficult to implement in cycle 1, as the children didn't yet fully understand the instructions for the finger painting activity. Once the children understood the pattern and the teacher provided a pattern, they were gradually able to follow along.

When combining geometric shapes, the teacher provided a pattern, and the children used their fingers to stick them inside the pattern. The drawings weren't just finger-sticks, but rather finger-scratching patterns. However, the children were already able to combine colors, even those they liked. They were also beginning to express their feelings through unique color combinations, which could be considered a process of communicating ideas or stories through color. The following are the results of the observation process that occurred in Cycles I and II:

Assessment Indicator	Observation Result	
	Cycle 1	Cycle 2
Able to form pictures using patterns	69%	90%
Able to combine geometric patterns	69%	88%
Able to combine colors	63%	77%
Able to express feelings through color	56%	77%
Able to communicate ideas or stories through color	64%	90%
Description	Good	Good

Table 1. Results of Cycles I and II

In the second cycle, the children began to become accustomed to finger painting activities. The first cycle involved five finger painting sessions, and the second cycle also involved five sessions. This showed a visible improvement,

from initially having difficulty forming patterned pictures to gradually improving, and their finger painting became neat and consistent with the pattern. The children were also able to combine geometric patterns, even though there were only two patterns. They were also more skilled at combining colors, from light to dark, and vice versa. Expressing feelings through color is more recognizable to teachers. Teachers can recognize the concept of the chosen color and then try to ask questions about the chosen color concept. This allows teachers to understand the activity of communicating ideas through color.

Combining colors in finger painting activities produces new, attractive colors. This means children will try new things and stimulate their cognitive skills through color mixing. Therefore, finger painting encompasses not only art but also cognitive development, developing into artistic development because cognitive development creates beautiful works of art that differ from the original colors (Pratiwi et al., 2024).

CONCLUSION

This research, based on the researchers' observations, shows that finger painting activities can have a positive impact on the artistic development of children aged 5-6 years. This is evidenced by the progression from children who were previously unfamiliar with the concept of conveying their thoughts through finger painting to children who are able to clearly understand what they want to paint with their fingers. Finger painting is very easy to use as long as children are guided by a theme or pattern concept beforehand, so they can communicate their thoughts in their own paintings. Teachers or adults should accompany children and find paint colors that are easy to apply for finger painting. It's also best to have a specific concept or theme that children can paint using finger painting.

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