



## Improving Children's Fine Motor and Aesthetic Abilities Through Coloring Activities with Various Media

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### **Abstrak**

*Berdasarkan pengamatan terhadap kegiatan pengembangan di Kelompok B TK Aisyiyah Bustanul Athfal Sindang Indramayu, ditemukan adanya masalah rendahnya kemampuan mewarnai dan estetis anak. Dimana anak yang dapat menyelesaikan dengan baik hanya sekitar 4 orang anak atau hanya sekitar 26% dari keseluruhan anak yang ada di kelompok B. Penelitian ini bertujuan untuk meningkatkan kemampuan fisik motorik halus dan estetis anak melalui kegiatan mewarnai gambar dengan media yang bervariasi. Penelitian ini menggunakan rancangan deskriptif kuantitatif dan kualitatif, dengan metode Penelitian Tindakan Kelas (PTK) yang terdiri dari beberapa langkah penelitian yaitu perencanaan, pelaksanaan, observasi dan refleksi. Penelitian ini dilakukan dengan dua siklus, yang masing-masing siklusnya membuat 5 RPPH dan rencana perbaikan. Hasil penelitian menunjukkan bahwa kemampuan motorik halus dan estetis anak melalui kegiatan mewarnai gambar dengan media yang bervariasi dapat dimanfaatkan dalam kegiatan pembelajaran untuk mengembangkan kemampuan fisik motorik halus dan estetis anak. Pada siklus 1 kemampuan fisik motorik dan estetis anak meningkat dari 26% menjadi 46%. Kemudian pada siklus 2 meningkat menjadi 93%. Hal ini ditandai dengan meningkatnya kemampuan anak dalam mewarnai gambar dengan rapih, kombinasi warna yang baik, dalam menyelesaikan kegiatan secara mandiri dan sebagainya yang juga mengembangkan seluruh aspek perkembangan anak seperti fisik motorik, kognitif, seni, social emosional dan perilaku.*

**Kata kunci:** Anak Usia Dini; Fisik Motorik Halus; Mewarnai Gambar

## Abstract

Based on observations of development activities in Group B of the Aisyiyah Bustanul Athfal Sindang Indramayu Kindergarten, it was found that there was a problem of low children's coloring and aesthetic abilities. Where only around 4 children could complete it well or only around 26% of all children in group B. This research aims to improve children's fine motor and aesthetic physical abilities through coloring pictures using various media. This research uses a quantitative and qualitative descriptive design, with the Classroom Action Research (PTK) method which consists of several research steps, namely planning, implementation, observation and reflection. This research was carried out in two cycles, each cycle creating 5 RPPH and improvement plans. The results of the research show that children's fine motor and aesthetic abilities through coloring pictures using various media can be utilized in learning activities to develop children's fine motor and aesthetic physical abilities. In cycle 1, children's physical motor and aesthetic abilities increased from 26% to 46%. Then in cycle 2 it increased to 93%. This is characterized by an increase in children's ability to color pictures neatly, with good color combinations, in completing activities independently and so on, which also develops all aspects of children's development such as physical, motoric, cognitive, artistic, social emotional and behavioral.

**Keywords:** Coloring Pictures; Early Childhood; Fine Motor Skills

## Introduction

Children are unique individuals and have their own characteristics. Every child is born with potential that will develop and determine their future life (Pramadi, 2017). This potential will continue to develop with the interaction between children and their environment. Children are the subject of learning in early childhood education. This means that children are the main actors in education and teachers act as facilitators for children. The preschool period is often said to be the golden age. This is because at this time children will have enormous potential to optimize all aspects of their development, one of which is the child's physical and motor development.

Based on observations of development activities in Group B of the Aisyiyah Bustanul Athfal Sindang Indramayu Kindergarten, it was found that there was a problem of low

children's coloring and aesthetic abilities which was characterized by the following conditions. Firstly, each child was given a coloring picture activity, but the number of children who could complete it well was only around 4 children or only around 26% of all children in group B. Second, based on observations there were some children who only used one color in their painting. picture coloring activity. Third, children feel bored with coloring activities that are too monotonous. Fourth, in the coloring activity, many children chatted to themselves and complained that they were tired when coloring. Fifth, the use of media, tools and materials is still less varied.

Of the five problems identified, the problem that was solved first was children's low coloring and aesthetic abilities. Because if this problem is not resolved, it will most likely hinder the child's fine motor and aesthetic development in the future. The cause of this problem is because the methods, media and learning resources are less attractive. In order for children to enjoy coloring, it is necessary to prepare interesting equipment and be ready to teach children to color. However, the results of the child's work should still be appreciated.

Based on the problem analysis above, the problem to be solved is the child's lack of fine motor skills and aesthetics. The cause of this problem is that teachers provide activities and learning media that are less interesting and varied. So the teacher will improve learning through classroom action research with the title "Improving children's fine motor skills and aesthetics through coloring pictures using various media". Problem solving includes: Searching for and preparing media, as well as choosing activities that are interesting, varied and fun for children.

## Method

Research on improving learning as an alternative problem solving will be carried out by taking action and preparing learning scenarios that include alternative problem solving in the Classroom Action Research (CAR) cycle. The research is structured with steps to improve children's learning of fine motor skills and aesthetics.

### 1. Research subject

The research subjects for improving children's fine motor skills and aesthetics through coloring pictures using various media were students from the Aisyiyah Bustanul Athfal Sindang Indramayu Kindergarten group in 2020.

## 2. Research sites

The research location was at Aisyiyah Bustanul Athfal Sindang Kindergarten, Jalan Singalodra No. 28 Sindang Village, Sindang District, Indramayu Regency.

## 3. Research time

- Cycle 1: 19, 20, 21, 22 and 23 October 2020
- Cycle 2: 26, 27, 28, 29 and 30 October 2020

## Design of Learning Improvement Procedures

The learning improvement procedure is carried out in 2 improvement cycles. Where each cycle uses PTK steps such as planning improvements, implementing improvements, observing and reflecting (Wardhani, 2019).

### 1. Cycle 1

#### a. Planning Repairs

In planning cycle 1, researchers prepared 5 RPPH and improvement scenarios.

- RPPH I : The action that will be taken is to color a picture of a horse using 2 color media/crayons, a simple drawing on HVS paper
- RPPH II : The action that will be taken is to color a picture of a giraffe using 2 color media/colored pencils, a simple drawing on HVS paper
- RPPH III : The action that will be taken is to color a picture of a rabbit using 2 color media/crayons, a simple drawing on HVS paper
- RPPH IV : The action that will be taken is to color a picture of a cat using 2 color media/colored pencils, a simple drawing on HVS paper
- RPPH V : The action that will be taken is to color the chicken image using crayon media, drawing on HVS paper

The steps for the improvement scenario in cycle 1 are as follows: (1) The teacher prepares coloring tools, worksheets that will be used on the coloring activity table. (2) The teacher explains the rules in this activity. (3) The teacher shows worksheets or pictures that the children will color. (4) The teacher leads the children to predict the activities that will be carried out. (5) The teacher asks the children to remember what color is appropriate to color the object. (6) The teacher models how

to color pictures. (7) The teacher invites children to choose activities according to their interests. (8) The teacher tidies up the children. (9) The teacher invites the children to carry out coloring activities. (10) The teacher continues to motivate the children during the activity. (11) The teacher praises the child's results and provides reinforcement.

b. Implementation of Improvements

The procedure for implementing development in general is a child's activity that uses a lot of work methods or art activities as material to develop children's fine motor skills in coloring pictures so that it will give rise to statements, focused attention, enthusiasm in art activities and so on. It also cannot be separated from teacher motivation in facilitating various media, facilities and infrastructure as well as in implementing learning aimed at developing aspects of children's development.(Wardhani, 2019).

c. Observation and Data Collection

Data collection in cycle 1 is through children's work and observations. Based on observations using the observation method carried out by researchers in cycle 1, the results obtained were that almost 40% of the children were successful.

The ones that haven't worked are:

- In completing the coloring picture activity, there are still many children who have not been able to complete it to the end.
- The results of the colored image still do not match what was specified
- When combining colors/giving color to the image it is still not neat

d. Reflection

After the researcher took corrective action, the next stage was self-reflection, which was then discovered:

Self strength : In planning and implementing repair activities, it is in accordance with the activity plan and repair scenarios that have been designed.

Self-weakness : In this cycle, researchers are less creative in choosing media and learning activities are less varied.

## 2. Cycle 2

a. Planning Repairs

In cycle 2, prepare 5 RPPH and improvement scenarios.

- RPPH I : The action that will be taken is to color the picture of the jellyfish with paint and cotton buds
- RPPH II : The action that will be taken is to color a picture of a turtle using a stamping technique using a water balloon
- RPPH III : The action that will be taken is to color the fish image with color bubbles
- RPPH IV : The action that will be taken is to color a picture of a crab using natural materials
- RPPH V : The action that will be taken is to color a picture of a shark using colored sand media

The steps for the cycle 2 improvement scenario are as follows: (1) The teacher prepares coloring tools, worksheets that will be used on the coloring activity table. (2) The teacher explains the rules in this activity. (3) The teacher shows the LKA or picture that the child will color. (4) The teacher leads the children to predict the activities that will be carried out. (5) The teacher shows the media that will be used. (6) The teacher models how to color pictures. (7) The teacher invites children to choose activities according to their interests. (8) The teacher tidies up the children. (9) The teacher invites the children to carry out coloring activities. (10) The teacher continues to motivate during the activity. (11) The teacher praises the child's work and provides reinforcement.

b. Implement Repairs

The procedure for implementing development in general is a child's activity that uses a lot of work methods or art activities as material to develop children's fine motor skills in coloring pictures so that it will give rise to statements, focused attention, enthusiasm in art activities and so on. It also cannot be separated from teacher motivation in facilitating various media, facilities and infrastructure as well as in implementing learning aimed at developing aspects of children's development.(Wardhani, 2019).

c. Observation and Data Collection

Data collection in cycle 2 is through children's work and observations. Based on observations using the observation method carried out by researchers in cycle 2, almost 87% of children were successful.

d. Reflection

After the researcher took corrective action, the next stage was self-reflection, which was then discovered:

- Self strength : In terms of using more varied learning media, children feel enthusiastic and challenged to carry out activities that have been well designed by researchers.
- Self-weakness : Researchers did not emphasize the rules after playing with children, so some children forgot to tidy up their equipment.

Data analysis technique

Researchers carried out qualitative-descriptive data analysis. By analyzing the data collected through children's work and observations.

## Results and Discussion

This learning improvement was carried out at the Aisyiyah Bustanul Atfal Sindang Kindergarten, Sindang District, Indramayu Regency for group B students, which was carried out in 2 cycles. Cycles 1 and 2 were each carried out in 5 meetings. Cycle 1 was carried out from Monday to Friday 19 to 23 October 2020 and cycle 2 was carried out from Monday to Friday 26 to 30 October 2020.

- Initial Conditions

The following is data on the initial condition of the ability to color pictures before PTK

Table 1. Frequency and Percentage of Initial Conditions for Group B Children in Aisyiyah Kindergarten

No	Assessment criteria	F	%
1	Developing Very Well	0	0 %

2	Developing According to Expectations	4	26.7%
3	Starting to Develop	7	46.7%
4	Undeveloped	4	26.6%
Amount		15	100%

Source: TK Aisyiyah BA Sindang, 2020

Based on the data obtained above, only 4 children or 26% had the initial condition of children who had developed according to expectations. The rest are still undeveloped and starting to develop.

- Cycle Description 1

The description of activities in cycle 1 is as follows:

a. Planning

This is done in the following steps: Create a RPPH (Daily Learning Implementation Plan) for 5 meetings by preparing the learning media that will be used; Choose learning activities to color pictures with play activities while learning with various learning media; Prepare an assessment in the form of an observation sheet; Create work sheets for children's assessment tools that are tailored to the goals of improvement.

b. Implementation

Carrying out learning activities in accordance with the RPPH and learning scenarios that have been designed, namely coloring pictures using colored pencils and crayons.

c. Observation/Observation

Data obtained from the results of Cycle 1 observations carried out during five repair days are as follows:

Table 2. Results of Frequency and Percentage of Children in Cycle 1 Group B of Aisyiyah

Kindergarten

No	Assessment criteria	F	%
1	Developing Very Well	2	13 %
2	Developing According to Expectations	5	33 %
3	Starting to Develop	7	47%



4	Undeveloped	1	7 %
Amount		15	100%

Source: TK Aisyiyah BA Sindang, 2020

Based on data obtained from Cycle 1, there were 5 children or 33% who had developed according to expectations, and 2 children or 13% had developed very well. So the success result for cycle 1 was 46%.

d. Reflection

The results of the implementation of cycle 1 have not achieved the expected targets. So the researchers planned to carry out the 2nd Cycle. The things to pay attention to are:

- 1) Choose learning media and activities to make them more interesting, challenging and attract children's interest.
- 2) Providing motivation during activities and giving rewards in the form of praise to children who complete their tasks well.

- Cycle 2 Description

The description of activities in cycle 2 is as follows:

a. Planning

This is done in the following steps: Create a RPPH (Daily Learning Implementation Plan) for 5 meetings by preparing the learning media that will be used; Choose learning activities to color pictures with play activities while learning with various learning media; Prepare an assessment in the form of an observation sheet; Create work sheets for children's assessment tools that are tailored to the goals of improvement.

b. Implementation

Carrying out learning activities in accordance with the RPPH and learning scenarios that have been designed, namely coloring pictures by selecting activities and using a variety of media.

c. Observation/Observation

Data obtained from the results of Cycle 2 observations carried out during five repair days are as follows:

Table 3. Results of Frequency and Percentage of Children in Cycle 2 Group B of Aisyiyah Kindergarten

No	Assessment criteria	F	%
1	Developing Very Well	5	33 %
2	Developing According to Expectations	9	60 %
3	Starting to Develop	1	7 %
4	Undeveloped	0	0 %
Amount		15	100%

Source: TK Aisyiyah BA Sindang, 2020

Judging from the table above, the results obtained from Cycle 2 who had developed according to expectations were 9 children or 60%, and 5 children who developed very well or 33%. So the success of cycle 2 was 93%.

d. Reflection

Based on the implementation results of cycle 2, the success of improving learning from cycle 1 and cycle 2 shows that the improvements made in cycle 2 have increased and are in line with the researchers' expectations. So there is no need to continue for the next cycle.

### Discussion of Learning Improvement Research Results

Based on the results of observations from initial conditions, cycle 1 and cycle 2, these results can be summarized in the form of the following table:

Table 4. Results of Recapitulation of Children's Success from Initial Conditions, Cycle I, and Cycle II in Group B

No	Assessment criteria	Condition		Cycle 1		Cycle 2	
		Beginning					
		F	%	F	%	F	%
1	Developing Very Well	-	-	2	13 %	5	33 %
2	Developing According to Expectations	4	26.7%	5	33 %	9	60 %
3	Starting to Develop	7	46.7%	7	47%	1	7 %
4	Undeveloped	4	26.6%	1	7 %	-	-
Amount		15	100%	15	100%	15	100%

Source: TK Aisyiyah BA Sindang, 2020

From the table above, it can be seen that the fine motor and aesthetic skills of group B children at Aisyiyah Ustanul Athfal Sindang Kindergarten from the initial conditions, cycle 1 and cycle 2 have improved and developed optimally and have reached the expected criteria.

Coloring activities provide many benefits for young children, especially in fine motor development. The purpose of the coloring activity is to practice moving the wrist. Coloring activities also train emotional management in young children(Sujiono, 2017).

### **Closing**

It can be concluded that the activity of coloring pictures using various media can improve the fine motor and aesthetic physical abilities of children at the Aisyiyah Bustanul Athfal Sindang Kindergarten. This can be seen from the data on the frequency and percentage of success of children who have reached the criteria of 93%. As well as increasing children's abilities in terms of neat coloring, good color combinations, and in completing activities independently. The corrective steps taken so that the fine motor skills and aesthetics of Group B children at Aisyiyah Bustanul Athfal Sindang Kindergarten improve are: The teacher explains to the children how to color using a demonstration method or gives examples of the stages of coloring pictures. Use a variety of media and activities so that children do not get bored/bored, thereby attracting children's interest in coloring activities. The teacher provides motivation to the children during the activity. The teacher gives rewards in the form of praise to children who are able to complete tasks independently.

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