

# Development Of Early Children's Fine Motor Ability Through Coloring Activities

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**Abstract.** The development of fine motor skills in early childhood, especially at the age of 5-6 years is important because it is a provision for early childhood at the next level of education. One of the fine motor development in early childhood is carried out through activities so that children can control the small muscles of the body including eye and hand coordination, one of which is coloring. The research method used is a descriptive qualitative method that explains the development of fine motor skills in early childhood through play activities. The data obtained was collected using interview data collection techniques, observation and documentation. Through coloring activities, the development of fine motor skills in early childhood in this study showed good development seen from the ability of children to use their fingers and provide color in a fairly consistent direction so as to minimize streaks outside the drawing lines and provide good results, so that children's fine motor skills at an early age experience well-developed to prepare for the next level.

**Keywords:** Fine Motor, Early Childhood, Coloring

## 1 Introduction

Early childhood is the nation's next generation who need to be stimulated from an early age so that they can become quality nation successors. Early childhood is a group of people who are in a process of growth and development in six aspects, namely physical, cognitive, socio-emotional, creativity, language and special communication according to the stages that the child is going through. According to the National Association for the Education of Young Children (NAEYC), which is an association of child educators based in America, it defines the age range based on the development of research results in the field of child development psychology that there is development over eight years. NAEYC divides early childhood into 3 parts, namely the ages of zero to three years, three to five years, and six to eight years.[1] So, early childhood is a child with an age range of zero to eight years who are in the process of growth and development in good aspects of early childhood development.

According to the Big Indonesian Dictionary (KBBI) development means the process, method, act of developing. Development is an effort to improve technical, theoretical, conceptual and also moral abilities according to what is needed or needs through training either by oneself or through education.[2] Poerwodarminto stated that ability comes from the word capable which means able. According to Munandar, ability is the power to perform an action as a result of

nature and training. Meanwhile, according to Robin stated that the ability is a capacity of various tasks in a particular job. Ability is a potential or ability of a person which is innate in which this ability results from training that supports a person to carry out their duties.[3] It can be said that developing abilities is an act of developing to increase technical, theoretical, conceptual and moral abilities in accordance with what is needed as a result of innate and training.

Over time, 6 aspects of child development are increasingly developing, namely cognitive, physical-motor, language, religious and moral values, social-emotional, and art. In this study focused on the physical and motor aspects of early childhood. Motoric comes from English, namely motor ability which means the ability to move. According to Harlock, motor is a development of control over the body carried out by nerves, muscles coordinated with nerves. It can also be said that the motor is a development in body control carried out by nerves that coordinate with each other. Meanwhile, according to Zulkifli in Samsudin's book, motorism is everything related to body movement in which there are three determining elements, namely muscles, nerves and also the brain. A motorbike is an activity that is very important for humans, because by making movements humans can achieve or realize what is expected. In translation also the motor means the beginning of a movement that is carried out.[4]

Motor development includes gross motor and fine motor. Gross motor is body movement that uses large muscles or most of the entire limb which is influenced by the maturity of the child itself. Meanwhile, fine motor skills are movements that use smooth muscles or certain parts of the body, which are influenced by opportunities to learn and practice.[5] Gross motor skills are more emphasized on coordination in movements that use large muscles, such as jumping, throwing, walking and jumping. Meanwhile, fine motor skills require control of the small muscles of the body, including eye and hand coordination, such as painting or coloring, sewing, and buttoning clothes.[4]

Children need to be given activities so that children's motor skills can develop. With a variety of activities, will make children move. If the child does the movement well, then the next activity will make the child more confident in carrying out an activity and willing to participate in these physical development activities.[4] One of the activities that can develop children's fine motor skills is through coloring activities. According to the Big Indonesian Dictionary (KBBI) coloring has the meaning of coloring, painting, marking (with a certain color) or it can be said that coloring is giving color (using a pencil, crayon, etc.) to the desired field or object. According to Pamadhi et al, coloring activities invite children to direct their child's habit of coloring spontaneously into the habit of pouring colors that have educational value.[6] So it can be concluded that coloring activities are activities of giving color to an image using coloring media such as crayons, colored pencils and so on to make the image more colorful and look more real.

Therefore researchers are interested in discussing the development of physical motor abilities in early childhood, especially children with an early age, especially 5-6 years through coloring activities because through coloring activities can develop fine motor skills to become more mature so that they can become a child's initial capital for writing skills. at the next level of education.

## 2 Method

The type of research used in this research is descriptive qualitative method, which according to Bogdan and Taylor explains that qualitative research is research that produces descriptive data in the form of words, writing, or verbally from the subjects or people observed. Koentjaraningrat states that qualitative research is research in the field of human and human sciences with activities based on scientific disciplines to collect, then analyze and also interpret facts related to nature, society, human behavior and spirituality to discover new principles of knowledge and methods as form to achieve this.[7]

To obtain the data in this study, it was carried out by collecting the required data using interview, observation and documentation methods. Interview according to Moleong is a conversation activity with a specific purpose carried out by both parties, namely the interviewer and also the interviewee. The interview technique is one way of collecting data that is used because interviews are one of the important elements in the research process so that what is obtained can reach an accurate point.[8] The interview guide used is a semi-structured form in which the interviewer asks questions that have been made in a structured manner, then deepens one by one to deepen a complete description.[9] Subjects interviewed were researchers and students/children and also parents or guardians of children.

Then, in addition to using the interview method, in collecting data also used observation techniques, namely an act or process of taking information through the media of observation. Observation is a data collection technique that requires researchers to observe directly on matters relating to space, place, actors, activities, time, events, goals and feelings.[8] Observation is divided into 3, namely participatory observation, overt or covert observation, and unstructured observation. In this study using the participative observation method, namely a set of strategies whose goal is to obtain complete data where the researcher sets a number of goals and places himself as part of the object being studied. According to Susan Stainback explained that in participatory observation, researchers observe what people do, listen to what they say, and participate in the activities of research subjects.[10] This observation was made by observing children aged 5-6 years who were coloring, how children used their fine motor skills to color pictures.

And other data collection techniques also use the documentation method, namely finding data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, calendars, agendas, and so on. The data observed using the documentation method is in the form of inanimate objects.[9] In this study, researchers collected data using documentation through a collection of coloring pictures owned by children as a comparison regarding the child's process of coloring.

In conducting data analysis, the analytical model used is the interactive data analysis method initiated by Miles and Huberman, in which data analysis is carried out interactively and continues continuously until complete, so that the data obtained reaches a saturation point. In data analysis with interactive analysis method through 3 stages of analysis activity namely data reduction, power display, and conclusion. After the required data was collected using interviews, observation and documentation, then data reduction was carried out, namely summarizing, choosing the main things, focusing on important things and looking for patterns. After data reduction or summarizing the main things, then data presentation or data display is

carried out, namely presenting data that has been processed at the reduction stage, presented in the form of tables, graphs, pictograms and so on. Then after being presented, conclusions or data verification will be carried out. The conclusion is a new finding that never existed before. Findings can be in the form of a description or description of an object that was previously dim or even dark, so that upon examination it becomes clear. This conclusion can be a casual or interactive relationship, or a hypothesis or theory.[11]

### **3 Result and Discussion**

For children, coloring is an activity that is very liked and exciting. Because childhood is a fun time, children really like cheerful, colorful things because it can give children more interest, such as giving color in coloring pictures using coloring activities. When children give color to pictures, children's imagination and creativity develop. Especially when children are given selected pictures with an interesting presentation. imagination and creativity of children will be more stimulated.[12]

In this study, coloring activities were carried out on Wednesdays and Fridays. The coloring activity was carried out using pictures provided by the researchers in the form of pictures of fruits, vegetables, animals, and also cartoons (Frozen, Little Pony, etc.). For children, coloring is an activity that is very liked and exciting. When children give color to pictures, children's imagination and creativity develop. Especially when children are given selected pictures with an interesting presentation. imagination and creativity of children will be more stimulated.[12]

Coloring activities begin with preparing the tools used such as colored pencils or crayons, pictures, stationery to write names. After the tools used are ready, then the child is given a picture. When looking at the picture that is going to be colored, given to the child, it looks like the child is enthusiastic saying that he wants to color the picture. With pictures that are in the form of something that children like so as to reduce the child's boredom when coloring. Coloring activities have the advantage that they can not only develop children's motor skills, especially fine motor skills, but also develop other aspects such as cognitive and social-emotional aspects. Children can also express their feelings through coloring activities and as an exercise for children to learn to concentrate. In addition, coloring activities train children for the next level, namely as a first step in preparation for writing.[3]

Children are allowed to be creative in coloring according to their imagination without being given an example first. However, when the child asks, the researcher and companion will answer what the child asked. When coloring in the first picture, the child looks still very hard / stiff holding the crayons or colored pencils used, not infrequently the crayons or colored pencils that are used break, but the child continues to color the picture. Apart from that, when holding crayons or colored pencils, you still use fingers that are not consistent, sometimes using two fingers, three fingers or even 5 fingers at once. The position of the hand when moving the wrist is also irregular, coloring it in a pattern back and forth, right and left, occasionally forming a circle with a size adjusted to the shape of the image (large-small/long-short). This results in an image that is colored out of line and not full of color (still looks white).

Based on observations, children showed enthusiasm when they found out that coloring activities would be carried out because coloring activities were packaged in an interesting way, namely

coloring pictures that children liked. In coloring children also show a sense of enthusiasm to quickly finish and show the results. At the end of the coloring session, the children were asked to write their own name, by making the dots bold (dot to dot) using a writing tool in the form of a pencil or pen.

The researcher also examined documents owned by children containing a collection of images of more than 10 printed coloring papers and a collection of children's coloring images collected in a red sneechter folder.



**Figure 1.**Simple Image (consisting of one image)



**Figure 2.**An image consisting of several images

Based on the document, there are various children's work in coloring, whether it's not neat or not finished until it's almost finished or even done quite neatly and with the right color combination. The pictures in it are also various, consisting of very simple pictures with easy characters or shapes, such as large animal pictures to color, to pictures that are relatively complicated or consist of small shapes.

When coloring children are invited to talk about imagination about colors that are known to match the existing pictures, such as yellow bananas, orange oranges, and so on. It can also train early childhood cognitive development. Not only that, when the child has finished coloring the child is also given the opportunity to explain the results of the image that has been colored

according to the color given. In subsequent observations, children also showed good development, seen from the ability of children to use their fingers and provide color in a fairly consistent direction so as to minimize streaks outside the drawing lines and give good results. so that the fine motor skills of early childhood experience well-developed to prepare for the next level.

#### **4 Conclusion**

From the research that the researchers conducted, the results showed that coloring activities can develop fine motor skills in early childhood marked by the child's ability to hold coloring tools such as colored pencils, crayons and markers, as well as writing tools such as pencils and pens, to color in a consistent direction, and to be neater. as well as coloring results that don't go out of line, and the ability of children to write their own names using writing instruments, both pencils and pens.

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