

**EFFORTS TO IMPROVE EARLY LITERATURE
THROUGH EARLY CHILDREN'S FINGER PAINTING ACTIVITIES
IN THE PLAY GROUP LU'LU UZZAMAN KUTOSARI**

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ABSTRAK

Kemampuan mengenal keaksaraan awal yang merupakan kemampuan yang sangat mendasar untuk dikuasai anak dalam mempelajari mata pelajaran lainnya. Pendidikan seni mempunyai kontribusi terhadap pengembangan individu dalam pengembangan mental, emosional, kreatifitas, estetika, sosial dan fisik. Kegiatan *finger painting* sangat cocok dikenalkan pada anak usia dini, *finger painting* merupakan seni melukis dengan menggunakan jari. Dalam penelitian ini peneliti berfokus pada upaya peningkatan keaksaraan awal melalui kegiatan *finger painting* anak usia dini di kelompok bermain Lu'lu Uzzaman Kutosari dan apakah dengan metode *finger painting* dapat meningkatkan keaksaraan awal anak di KB Lu'lu Uzzaman Kutosari? Penelitian ini bertujuan untuk mengetahui bagaimana upaya peningkatan keaksaraan awal melalui kegiatan *finger painting* anak usia dini di KB Lu'lu Uzzaman Kutosari dan untuk mengetahui apakah dengan metode bermain *finger painting* dapat meningkatkan keaksaraan awal anak di KB Lu'lu Uzzaman Kutosari. Jenis penelitian yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas. Teknik pengumpulan datanya menggunakan teknik observasi, wawancara, dan dokumentasi. Lalu untuk metode analisis data berupa analisis kuantitatif deskriptif. Berdasarkan hasil penelitian yang telah dilaksanakan di KB Lu'lu Uzzaman Kutosari, dapat disimpulkan bahwa melalui penggunaan media *finger painting* dapat meningkatkan keaksaraan awal anak pada siswa KB Lu'lu Uzzaman Kutosari.

Kata kunci : *aksara awal, anak usia dini, finger painting*

ABSTRACT

The ability to recognize early literacy is a very basic ability for children to master in learning other subjects. Art education has a contribution to individual development in mental, emotional, creative,

aesthetic, social and physical development. Finger painting activities are very suitable to be introduced to early childhood, finger painting is the art of painting using fingers. In this study, the researchers focused on efforts to increase early literacy through finger painting activities for early childhood in the Lu'lu Uzzaman Kutosari play group and whether the finger painting method could improve children's early literacy in Lu'lu Uzzaman Kutosari KB? This study aims to find out how the efforts to increase early literacy through finger painting activities for early childhood in KB Lu'lu Uzzaman Kutosari and to find out whether playing finger painting method can improve children's early literacy in KB Lu'lu Uzzaman Kutosari. The type of research used in this research is Classroom Action Research. The data collection technique uses observation, interview, and documentation techniques. Then for the data analysis method in the form of descriptive quantitative analysis. Based on the results of research that has been carried out at KB Lu'lu Uzzaman Kutosari, it can be concluded that through the use of finger painting media can improve children's early literacy in KB Lu'lu Uzzaman Kutosari students.

Keywords: *early literature, early childhood, finger painting*

INTRODUCTION

Early childhood education includes all efforts and actions taken by educators and parents in the process of caring for, nurturing and educating children by creating a safe, comfortable, and fun environment, where children can explore experiences that provide opportunities to know and understand learning experiences obtained from the surrounding environment.

Children can explore their experiences by observing, repeating, and experimenting repeatedly and involving the full potential and intelligence of children. Consequently, PAUD institutions need to provide various activities that can develop various aspects of development such as: cognitive, language, social, emotional, physical, and motor skills of children.

Childhood is also called the golden age, which is a very important period in paying attention to the growth and development of children. The selection of the right activities can stimulate the growth and development of children, one of

which is the development of children's creativity.

The importance of developing early childhood creativity (PAUD) because the fantasy of every human child has emerged from an early age, and will develop in the age range of three to six years. At this time children play a lot of activities, some pretend to be farmers, traders, doctors, teachers, soldiers, police, singers, and dancers. In the age range of three to six years, children are able to create something according to their wishes and imagination through the objects around them; such as making airplanes from aqua bottles, making cars from grapefruit peel, making guns from banana stems, making trumpets from rice trees and making houses from used cardboard. They are also very happy to make sounds (music) by banging on the table or objects around it. This is a process of developing the creative spirit of early childhood through imagination, which will decrease with age, especially when they start entering school (Mulyasa, 2012, p. 91).

Painting is one of the fine arts, according to De Francesco, stating that art education has a contribution to individual development between helping mental, emotional, creative, aesthetic, social and physical development (Nanang, 2001, p. 94). According to Devita (2014) stated that "Medium of painting can be in any form, such as canvas, paper, board, and even film in photography can be considered as a medium of painting. The tools used can also vary, provided that they can give a certain imagination to the media used" (p. 5). One of the painting techniques is finger painting, which is the art of painting using fingers.

Finger painting activities are very suitable to be introduced to early childhood. This game can train children's motor skills and creativity. There is no special technique in finger painting because this activity is a way of exploration and self-expression of aesthetic sense. It is enough to use your fingers as a medium in painting. Playing with finger painting is very popular with children, because children like colors. They will explore color.

Through this finger painting activity, it is hoped that children will be more interested in participating in learning and be able to stimulate development in recognizing early literacy in children so that they can overcome problems in recognizing children's letters that are less than optimal through other methods at Lu'lu Uzzaman Kutosari KB. From this description, researchers feel the need to conduct research on "**The Effectiveness of Finger Painting Activities on Children's Painting Creativity in Lu'lu Uzzaman Kutosari Playgroup**".

Based on observations that have been made at the Lu'lu Uzzaman Kutosari KB, that learning to recognize early literacy has been carried out by the teacher but has not made a maximum contribution in improving the ability to recognize early literacy. The conditions found at the time of observation showed that of the 12 children in KB Lu'lu Uzzaman Kutosari only 4 children (34%) were able to recognize letters correctly while as many as 8 children (66%) were not able to recognize letters correctly.

The reality of children's ability to recognize letters is shown by the inability of children to read and spell the letters displayed by the teacher. Some children seem confused to distinguish certain letters and seem very hesitant to form them into certain words.

The low ability to recognize early literacy in children at Lu'lu Uzzaman Kutosari KB is because the early literacy recognition learning activities carried out by the teacher are more focused on activities to thicken letters and write letters on the board using markers in turns and pronounce them seriously, so that the learning process is impressed burden the child so that understanding the letters is more memorizing.

The type of this research is field research where this research is carried out in real life. This field research focuses on whether this finger painting method can develop aspects of early literacy in children and to find out how to improve early literacy through finger painting activity for early childhood at KB Lu'lu Uzzaman Kutosari.

Yatim Rianto (1996, p. 279), stated that field research has a goal to

solve practical problems in everyday life. According to Burns, classroom action research is the application of finding facts and data to problem solving in social situations in order to improve the quality of the actions carried out in it, involving collaborators and collaboration of researchers, practitioners, and other people (Saur, 2014, p.16).

The research approach used in this study is a quantitative approach. The quantitative approach is one of the scientific inquiry efforts based on the philosophy of logical positivism (logical positivism) which operates with strict rules regarding logic, truth, laws, and predictions (Trianto, 2010, p.174). This research was carried out collaboratively, meaning that the researcher did not do it alone but collaborated with the class teacher at Lu'lu Uzzaman Kutosari Family Planning.

The subjects of this study were all KB Lu'lu Uzzaman Kutosari students with a total of 12 students. This classroom action research cycle uses the Kemmis and Taggart model which divides the action research procedure into four stages of activity in one cycle, namely planning,

action, observation and reflection (Kardiawarman, 2000, p.5). The procedures for this class action research are as follows:

a. Pre-cycle

This stage is an initial reflection before the cyclical action research is carried out which includes observing the ability to recognize number symbols of KB Lu'lu Uzzaman Kutosari students starting from opening activities, core activities, and closing activities.

b. Cycle Action Research

- 1) Planning
- 2) Acting
- 3) Observing
- 4) Reflecting

According to Kardiawarman, (2000), the design of classroom action research using the Kemmis and Taggart model divides action research procedures into four stages of activity in one cycle, namely planning, action, observation, and reflection. (p.5).

To obtain objective and valid data, in this study the authors used the methods of observation, interviews, and documentation.

Data analysis technique is the process of systematically searching

and compiling data obtained from interviews, field notes, and other materials so that they can be easily understood and the findings can be informed to others (Moh. Nazir, p.332). Researchers used data analysis methods which were divided into two, namely descriptive quantitative analysis to see the increase in creativity development and recognize children's early literacy.

DISCUSSION

Early Literacy

a) Understanding of Early Literacy

Early literacy is one of the processes or stages to train children in reading. After the child is ready to read and has understood the letters and sounds one by one, then recognizes syllables, then recognizes words and finally becomes sentences. (Ahmad Susanto, 2011 p. 84).

The initial literacy ability used as a reference for the subject in this study is the ability to recognize vowels and consonants, consonants themselves can be interpreted as the ability to recognize language sounds that are juxtaposed in the form of

vowels and consonants is the ability to recognize language sounds which are symbolized in the form of letters. vowels a, i, u, e, and o as well as coloring consonants consisting of b, c, d, f, g, h, j, k, l, re, n through finger painting.

b) Early Literacy Indicator

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning Standards for Early Childhood Education, the level of achievement of the development of children aged 5-6 years in the scope of literacy is:

1. Mention the symbols of the letters that are known,
2. Recognize the sound of the initial letters of the names of objects around them,
3. Name groups of pictures that have the same initial sound/letter,
4. Understand the groups that have the sound and shape of letters,
5. Read your own name,
6. Write your own name,
7. Understand the meaning of words in the story.

e) Factors Affecting Early Literacy

The development of students' reading in early childhood is known

as early literacy development. The condition of children's early literacy abilities is influenced by internal and external factors, namely:

a. Internal Factors

Internal factors are factors that come from within the child, several internal factors that influence the development of children's early literacy are physiological, intellectual, and psychological factors. Physiological factors include physical health, neurologic considerations, and type of urine. Intellectual factors are indicated by a high IQ score. While psychological factors include motivation, reading interest, socio maturity, emotional maturity, and self-adjustment.

b. External Factors

External factors are those that come from outside the child, one of the external factors comes from the teacher. The teacher's lack of understanding in designing learning programs greatly affects children's early literacy. According to Tarigan, "a common difficulty that is often found in students in early literacy is that when learning is not accompanied by pictures that attract students' interest to learn it."

Finger Painting

a. Understanding Finger Painting

Finger painting or finger painting is a technique of painting with your fingers directly without using tools. This type of activity is carried out by applying a color mixture (color pulp) using the fingers on the drawing area, the boundaries of the fingers used are all fingers, palms, to wrists.

The following are the goals of finger painting according to Yani Mulyani, namely: 1) To practice accuracy, patience and a sense of beauty. 2) Train the flexibility of finger muscle movement. 3) Practice being creative with various media. 4) Develop the concept of harmony and expression. 5) Train eye and hand coordination.

b. Finger Painting Materials and Equipment

The following are the materials and equipment needed in the implementation of finger painting activities

- Paint for finger painting
- Sago flour (starch)
- Sharp colored cake coloring.
- Liquid soap
- Vegetable oil

c. How to make finger painting paint is as follows:

Paint from sago flour is made by diluting flour and then adding 1 teaspoon of liquid soap, vegetable oil and coloring to taste. Stir in the saucepan until evenly distributed and then cook on the stove, stirring constantly. Try not to overcook the sago flour because the results will not be good.

The paint for finger painting activities must be safe for children because the paint will directly come into contact with the child's fingers. Therefore, the teacher must be careful and selective when choosing paint. Teachers usually make their own paint using cooked sago flour and food coloring.

Then for the finger painting equipment used, namely dyes for painting by hand, vanilla paper or special paper for drawing by hand, rags, small bowls as a place for paint.

CONCLUSION

Based on the results of research that has been carried out at KB Lu'lu Uzzaman Kutosari, it can be concluded that the results of observing learning activities as a whole can be seen from the

observations made, namely through the use of finger painting media can improve children's early literacy in KB Lu'lu Uzzaman Kutosari students. This is indicated by the increase in children's activities in the learning process in the classroom and the increase in early literacy. The results of the pre-cycle mastery of the concept of children's number symbols are still low, namely 33% which is included in the less category. In the first cycle there was an increase of 40%, with a sufficient category, and in the second cycle it increased to 75.91% with a good category. Each cycle showed a fairly good improvement and in accordance with the specified success criteria, namely 75%. In the pre-cycle until the first cycle, there was an increase of 7% and in the first cycle until the second cycle there was an increase of 35.91%.

With the results of this analysis, it can be concluded that the use of finger painting activity media can improve children's early literacy in KB Lu'lu Uzzaman Kutosari students, Pekalongan Regency, for the 2020/2021 Academic Year.

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