



## Finger Painting Activities to Develop Fine Motor Skills in Children Aged 4-5 Years

\*Ulfi Nur Hidayah<sup>1</sup>, Leli Fertilianan Dea<sup>1</sup>, Yuning Eka Rahmawati<sup>1</sup>

<sup>1</sup>Universitas Ma'arif Lampung, Indonesia

✉ [ulfinurhidayah02@gmail.com](mailto:ulfinurhidayah02@gmail.com)

### Abstract

This study aims to determine the implementation of finger painting activities in developing fine motor skills of children aged 4-5 years at PAUD Istiqomah, Sri Basuki Village, Batanghari District. Using a qualitative approach, this study emphasizes the process through direct observation, in-depth interviews, and documentation of nine children selected purposively. The results of the study indicate that finger painting activities are able to effectively improve children's fine motor skills, such as eye and hand coordination, the ability to use writing tools, as well as creativity and self-confidence. In addition to the physical aspect, this activity also supports children's emotional and social development through a fun, creative expression space. Thus, finger painting is proven to be an art-based learning method that has high educational value and is worthy of being included in the early childhood education curriculum.

**Keywords:** Implementation, Finger Painting, Fine Motoric

### ARTICLE INFO

*Article history:*  
Received  
Agustus 10, 2024  
Revised  
October 28, 2024  
Accepted  
December 28,  
2024

Published by  
Website

This is an open access article under the CC BY SA license

CV. Creative Tugu Pena

<https://attractivejournal.com/index.php/bec>

<https://creativecommons.org/licenses/by-sa/4.0/>



### INTRODUCTION

Serious attention is being paid to the issue of suboptimal fine motor development in early childhood at KOBAR Istiqomah, located in Sri Basuki Village, Batanghari District, East Lampung Regency. Fine motor skills refer to skills involving the synergy of small muscles, which play a crucial role in daily activities such as writing, cutting, and painting. During a child's growth and development, this aspect serves as an important indicator for assessing physical developmental maturity (Fitriani et al., 2023). When activities such as holding writing utensils or arranging small objects cannot be performed correctly, it can be seen that there are still deficiencies in fine motor development. Therefore, learning that can stimulate these skills should be initiated early so that children can reach their full potential (Yulianto & Awalia, 2017).

The early age range, especially between 0 and 6 years, is known as the golden era in human life which is the foundation for all aspects of development (Ariani et al., 2022). During this period, appropriate learning and stimulation will have a long-term impact on character development, as well as on a child's physical and mental abilities. One aspect that requires attention is the development of motor skills (Astuti et al., 2014). Children at this

age are in the stage of building the foundation of motor skills, both gross and fine (Romlah, 2017). Neglecting this aspect risks affecting their basic skills in the future, such as writing, drawing, or other practical tasks (Ramadhanti et al., 2023). Therefore, a holistic approach is needed so that every child has the right to grow optimally. (Mawardah & Khotimah, 2024)

Problems that are often found in the field are the lack of innovative learning methods and minimal stimulation of fine motor aspects (Ariana & Novitawati, 2023). This is the main cause of the failure to achieve optimal development in some children (K. Kurniawan & Mangunatmadja, 2019). The uninteresting conventional approach makes children less motivated to do activities that can hone their motor skills. (H. Kurniawan et al., 2025) . One method considered effective and enjoyable for stimulating small muscles is through a fine arts technique called *finger painting*. This method can be used to develop hand-eye coordination skills in a natural, stress-free manner (Amalia & Mayar, 2021).

*Finger painting* is a creative activity that allows children to interact directly with paint using their fingers. This activity not only introduces children to a variety of colors and textures, but also helps develop fine muscle control in their fingers and hands. (Wahyuningsih et al., 2023). In its implementation, children are free to create shapes or patterns according to their imagination, without the limitations of tools such as brushes or pencils. (Kumala & Amelia, 2023). This freedom allows them to hone their motor control in a fun way. Coordination between vision and hand movements is strengthened, making this activity more than just art, but also a vital means of physical development. (Yulianto & Awalia, 2017)

The holistic development of early childhood encompasses six main aspects: physical-motor, language, cognitive, moral-religious, socio-emotional, and artistic. Of these, motor skills form a crucial foundation that supports the functioning of other aspects. Mastery of controlled body movements supports activities such as communication, problem-solving, and social interaction (Mawardah & Khotimah, 2024) . Fine motor skills, which involve small muscles, are closely related to the ability to manipulate objects, which is crucial for a child's independence. Continuous learning is necessary for children to develop these skills, and toddlerhood is the ideal time to instill these fundamentals (Yumalasari & Aprianti, 2022).

Children aged 4-5 years old really need consistent practice to develop their fine motor skills. Activities such as holding a pencil, cutting out simple shapes, and drawing basic geometric shapes are important indicators of achievement at this age. If these indicators are not yet achieved, an assessment of the child's teaching methods and stimulating environment is necessary (Wahyuningsih et al., 2023). By providing *finger painting* activities, hand and finger muscles can be stimulated through free yet directed movements. Children will feel more enthusiastic about learning because they don't feel forced, but rather are playing and creating (Amalia & Mayar, 2021)

Based on the results of initial observations conducted by researchers during their 40-day Field Experience Practice (PPL) at KOBAR Istiqomah, it was found that several children had not yet demonstrated optimal hand-eye coordination skills. Of the nine children observed, only two children were unable to combine hand movements with eye gaze properly. This fact was obtained through the diary of the class teacher who directly observed the children in fine motor activities such as drawing or coloring. This finding strengthens the reason why the *finger-to-eye method of Painting* needs to be implemented in the learning process in the class.

The observation data is presented in the following table as documentation of the fine motor skills of children aged 4-5 years at KOBER Istiqomah:

**Table 1. Pre-survey Data on Fine Motor Skills of Children Aged 4-5 Years at KOBER Istiqomah**

No	Name	Development Achievement Indicators				
		1	2	3	4	5
1.	Adelia Nur Zahida	MB	BSH	BSH	BSH	MB
2.	Adyatma Alby Dafie	MB	BB	BB	BB	BB
3.	Arlinda Kianziana Efendi	BSH	BSH	BSH	BSH	MB
4.	Atika Zahra Nur Fadila	BB	MB	MB	BSH	MB
5.	Dina Kamelia	MB	BSH	BSH	BSH	BSH
6.	Ilham Apriliano	MB	BSH	BSH	BSH	BSH
7.	Jihan Aulia	BB	MB	MB	MB	BB
8.	Naira Nur Khasanah	BSH	BSH	BSH	BSH	BSH
9.	Naznin Faiha Rosadi	MB	BSH	BSH	MB	MB

Information:

BB = Not Yet Developed

MB = Starting to Grow

BSH = Developing According to Expectations

The fine motor skills indicators used as a reference in this assessment include five main skills: (1) the ability to throw and catch a ball accurately, (2) the ability to hold writing tools such as crayons with appropriate techniques, (3) writing one's own name even with guidance, (4) using scissors to follow paper cut patterns, and (5) drawing basic shapes such as triangles or circles. If a child has not mastered these indicators, then this indicates that the fine motor skills aspect still needs to be improved. Thus, more active and exploratory learning strategies need to be implemented to overcome this backlog.

The formulation of the research problem is "how to apply the *finger method painting* in developing fine motor skills of children aged 4-5 years at KOBER Istiqomah in 2024. ?". Meanwhile, the purpose of this study is to determine the implementation of finger painting activities in *developing* fine motor skills of children aged 4-5 years at PAUD Istiqomah.

Previous research studies show that *finger Painting* and other art activities have been proven effective in developing creativity and fine motor skills in early childhood. Puji Lestari's research emphasizes that the application of *finger The painting* did not run optimally because the teacher did not carry out all the steps that had been planned, so the results were less than optimal. (Lestari, 2018) . Meanwhile, Wahyu Tri Yulianingsih's research explains that thorough learning planning, through Prosem, RPPM, and RPPH, as well as evaluation with parents are important keys in stimulating children's development with *finger media. painting* (Yulianingsih, 2023) . Furthermore, Arismi Nurul Irfani's research shows that the use of various painting media such as watercolors, crayons, and wet and dry painting techniques can help develop fine motor skills in children aged 4-5 years. (Irfani, 2022).

The similarity between this study and previous studies is that both use *finger painting activities* or painting as a learning medium in developing aspects of child development, especially creativity and fine motor skills. The difference lies in the media and implementation used. In Puji Lestari's study, the main focus is more on children's creativity, while in Wahyu Tri Yulianingsih's study emphasizes the aspect of systematic learning planning, and in Arismi Nurul Irfani's study uses painting with crayons, watercolors, and food coloring. Meanwhile, this study has a unique (*novelty*) namely the use of canvas media in *finger painting*. The use of this canvas provides advantages because children's work is not

only valuable as a learning experience, but can also be displayed as a form of appreciation, motivation, and appreciation for children's work.

## **METHOD**

This study used a qualitative approach as a research method, where the results of the study were analyzed through narrative language without involving statistics, and the process was emphasized. (Zuhairi, 2016) This study was conducted at Istiqomah PAUD located in Sri Basuki Village, Batanghari District, and focused on children aged 4–5 years with *finger painting* activities that are believed to be able to stimulate fine motor development. This place was chosen as the research location because it provided an art room with equipment, and the research time was carried out during August 2024, where initial observations and evaluations were carried out at the beginning and end of the activity. The selection of informants was determined through a *purposive sampling technique*, where 9 children were selected based on age criteria, status as active students, and permission from guardians. Data collection techniques were carried out through direct observation, in-depth interviews, and collection of relevant documentation, such as photos, notes, and official documents related to the *finger painting program. painting*. Primary data were obtained from children and PAUD teachers, while secondary data were sourced from scientific literature. Instruments in the form of observation sheets, interview guides, and skills tests were designed to capture the dynamics of children's motor development in a measurable manner. The content and construction validity of each instrument were reviewed through trials and expert consultations, while reliability was tested through consistency across time and between assessors. Data analysis in this study was carried out in stages and continuously from the initial collection until post-field work, utilizing the triangulation method as cross-verification between sources. The analysis process was carried out by compiling findings, categorizing, and drawing certain patterns that were then interpreted into in-depth principles or conclusions regarding the influence of *finger activities. painting* on the development of children's fine motor skills.

## **RESEARCH RESULTS AND DISCUSSION**

### **Results**

#### **Finger Activities Painting to Develop Fine Motor Skills in 4-5 Year Old Children at KOBER Istiqomah Sri Basuki East Lampung**

The results of the research obtained by researchers regarding the implementation of *Finger Painting activities* to develop fine motor skills of group A children at KOBER Istiqomah Sri Basuki East Lampung. The presentation and analysis of this data is intended to explain or present the data obtained during the research, namely those related to the implementation of *finger painting activities* to develop fine motor skills of children, then the collected data are analyzed in order to get a clear picture in accordance with the research objectives in writing this thesis, to obtain data in the field the researcher uses several data collection tools in the form of observation methods, interview methods, and documentation methods.

The interview was conducted on March 11 and 12, 2025, with two sources, namely the principal and class teacher of group A KOBER Istiqomah Sri Basuki East Lampung. The interview with the principal was conducted on March 12, 2025 with Mrs. Oktaviana, S.Pd and with class teacher of group A on March 11, 2025, namely Mrs. Muntinah. Data that is not in the interview can be seen from data from direct observation. To strengthen the results of the study, it is equipped with documentation with appropriate archives.

All data from the results of field research have been described as follows:

- a. Preparation of Tools and Media for *Finger Activities Painting* at KOBER Istiqomah Sri Basuki, East Lampung

**Figure 1. Preparation of Tools and Media**



- 1) Paper, use drawing paper, Use A4 paper size
  - 2) Starch serves as a basic ingredient for making *finger paint painting* that is safe and easy for children to use.
  - 3) Water:
    - a) Used to dissolve starch and mix with other ingredients.
    - b) Make sure the water is clean and safe to use.
  - 4) Food coloring:
    - a) safe and non-toxic food coloring.
    - b) colors such as red, blue, green, and yellow.
  - 5) Sugar:
    - a) To give a little sweetness to the paint.
    - b) Helps in providing a smoother texture.
  - 6) Salt :
    - a) Used to give a little texture to the paint and prevent mold growth.
    - b) Only a little salt is used
- b. *Finger Activity Implementation Process Painting* at the Istiqomah Sri Basuki KOBER, East Lampung

**Figure 2. Implementation of *Finger Painting Activities***



- 1) Preparation, prepare tools and media such as paper and paint mixture that will be used.
  - 2) Implementation of Activities:
    - a) Children are given prepared paper and paints.
    - b) They are allowed to dip their fingers into the paint and start painting according to their imagination.
    - c) The teacher supervises and provides guidance, and invites children to discuss the colors and shapes they make.
  - 3) Interaction:
    - a) During the activity, children are invited to interact with each other, share ideas, and admire each other's work.
    - b) Teachers give praise and encouragement to increase children's self-confidence.
  - 4) Solution:
    - a) After finishing, the children were asked to clean their hands with water.
    - b) The resulting artwork is dried in the sun so that it dries quickly.
- c. *Finger Activity Implementation Painting* at the Istiqomah Sri Basuki Building in East Lampung

**Figure 3. Implementation of *Finger Painting Activities***



- 1) Artworks:
  - a) Children produce *finger art* colorful and creative *paintings*, reflecting their imagination.

- b) Each piece is unique, demonstrating the development of fine motor skills and creativity.
- 2) Skills Development:
  - a) Children show improvement in the ability to move their fingers precisely.
  - b) This activity also helps improve social skills, such as sharing and collaborating with friends, creativity in activities.
- 3) Learning Experience :
  - a) Children learn about color, texture, and basic painting techniques.
  - b) They also gain enjoyable and positive experiences in art, which can increase their interest in creative activities in the future.

## Discussion

Based on the results of data collection through documentation techniques, direct observation, and interviews with the principal and class A teachers at KOBER Istiqomah Sri Basuki, it is known that this educational institution is located in a fairly strategic location and the environment supports the learning process. The building consists of four main rooms; including one hall that also functions as a playgroup classroom, as well as separate rooms for classes A and B. The available play facilities are categorized into two types, namely outdoor games such as swings, slides, and seesaws, and indoor games such as lego, plasticine, and building blocks. The principal's office is also available separately, complete with two sanitation units. These facilities are intended to support the comprehensive development of early childhood.

Daily activities at KOBER Istiqomah always begin with the Dhuha prayer, a mandatory routine for students in groups A and B. This tradition is designed to instill strong Islamic values in the daily lives of students, so that their attitudes and character develop well. The use of the independent learning curriculum serves as a reference in designing activities, including programs to strengthen religious moral values, physical motor skills, cognitive dimensions, social emotional aspects, language skills, and the arts. Evaluation of students is not only seen from academic results, but also from the work they create in daily activities that refer to the RPPH or Daily Learning Implementation Plan.

This research was conducted to analyze the extent to which *finger activity influences Painting* on the fine motor development of children aged 4 to 5 years at this institution. Considering that this age phase is the golden age for children to receive appropriate stimulation, the intervention takes the form of art activities such as *finger painting*. *Painting* was chosen to stimulate the development of their basic skills. Over the four weeks of this activity, children were given 30 minutes per session to experiment with paint, using a free-flowing, pressure-free approach. The teaching strategy employed emphasized an interactive approach, with the teacher providing guidance and acting as a mentor throughout the process.

When researchers asked class teachers questions about their perceptions of the implementation of *finger Regarding painting*, Mrs. Muntinah's response indicated that this activity is considered effective in fostering children's creativity. By providing children with the opportunity to paint with their fingers, it is hoped that they will not only hone their artistic side but also strengthen their fine motor skills and foster emotional sensitivity. Through this activity, it is hoped that children will be more focused on expressing their feelings and imagination in a fun way.

Use of *fingers Painting* is not only fun, but has also shown tangible results in the development of children's fine motor skills. Follow-up interviews revealed that most students are now more skilled at holding writing tools and controlling their hand movements precisely. This progress is evident in the children's artwork, where previously

they had difficulty using drawing tools. This is clear evidence that the *finger painting method is effective. Painting* can accelerate fine motor development in early childhood.

In addition to improving skills, the enthusiasm displayed by the children during the activity also served as an indicator of the method's success. The teacher explained that active engagement was evident in how the children focused, laughed together, and even commented on each other's work. The resulting learning atmosphere became more lively and enjoyable, creating a classroom ecosystem that supported arts-based learning. The interactions between participants also demonstrated a strengthening of the social-emotional aspect, as children learned to listen to and appreciate the work of their peers.

During this activity, social interactions between children also developed positively. When asked about the changes, the teacher mentioned that the children were becoming more confident in expressing ideas, sharing tools, and collaborating on the drawing process. This activity provided a collaborative space that indirectly shaped their social skills. Their courage to express opinions and empathy for their peers began to grow through this simple yet meaningful activity.

The implementation of the activity was not entirely without obstacles. The teacher revealed that two children still had difficulty using writing instruments, indicating that their fine motor skills had not yet developed optimally. One of the inhibiting factors mentioned was limited parental attention at home due to busy schedules. Consequently, not all children received adequate stimulation within the family environment. This left school as the only effective place to support the development of these children's basic skills.

Based on initial observations before the activity began, most students were in the "Not Yet Developing" and "Beginning to Develop" categories for fine motor skills. However, after a series of activities over four weeks, there was a surge in their achievements, with the majority of children falling into the "Developing as Expected" category. This improvement was evident not only in neater work but also in the children's increased confidence in their creativity. They appeared more adept at blending colors, controlling finger pressure, and selecting visual patterns they created themselves.

From the principal's point of view, *finger activities Painting* is seen as a relevant method for early childhood education. He believes that art activities like this can stimulate creativity, hone motor skills, and strengthen children's self-confidence. Furthermore, this activity also helps students channel their feelings in a positive way. Overall, this study confirms that the *finger-painting approach Painting* has a significant impact on forming the foundation of early childhood skills as a whole. Therefore, it is recommended that this type of art activity continue to be implemented and developed as part of a fun yet beneficial learning process.

The novelty of this research lies in the use of *finger media Painting* on canvas allows children's work to be preserved and displayed as a form of appreciation, not just a temporary activity. This provides added value because children not only practice fine motor skills but also gain aesthetic experience and pride in their work. Compared to Puji Lestari's research, this study shows significant differences, due to the application of *finger painting. The painting* in this study was carried out comprehensively and consistently at each step so that the results were more optimal. Meanwhile, Wahyu Tri Yulianingsih's research contributed by emphasizing the aspects of learning planning and evaluation, which is in line with and supports the results of this study, due to the success of *the finger Painting* at Istiqomah PAUD is also supported by thorough planning and continuous evaluation. Arismi Nurul Irfani's research, which focuses on painting activities, also enriches the perspective that art media, both *finger Painting* and other tools are both equally effective in developing fine motor skills, although this study critiques the limitations of the media used in previous studies by presenting the innovation of canvas as the primary medium. Thus, this study not only confirms the effectiveness of art activities for child development but also expands its

practice through more varied media innovations and a focus on the sustainability of children's work.

## CONCLUSION

The results of this study show that *finger activity Painting* has been proven to effectively encourage the development of fine motor skills in children aged 4 to 5 years old who are cared for at Istiqomah Early Childhood Education Center (PAUD) in Sri Basuki Village. Significant improvements in the integration of sight and hand movements, the use of writing tools, as well as the children's creativity and self-confidence were observed after the activity was carried out for four consecutive weeks. This evidence strengthens the evidence that art-based learning methods not only provide a fun experience but also contain high-value educational content. In addition to the motor aspect, this activity also provides ample space for children to express themselves creatively, which ultimately supports the development of their emotional side and social interactions. When children are involved in this activity, enthusiasm and active participation are seen, creating a learning atmosphere that stimulates the spirit of exploration. The success of this approach demonstrates the importance of the presence of art elements in the structure of the early childhood education curriculum.

## REFERENCES

- Amalia, W., & Mayar, F. (2021). Perkembangan Motorik Halus Melalui Metode Finger Painting. *Jurnal Pendidikan Tambusai*, 5(3), 9158-9162. <https://www.jptam.org/index.php/jptam/article/view/2435>
- Ariana, L., & Novitawati. (2023). Mengembangkan Kemampuan Anak Dalam Mengontrol Gerakan Tangan Menggunakan Otot Halus Melalui Kombinasi Model Project Based Learning dan Model Direct Instructions Pada Kegiatan Mozaik. *JIKAD: Jurnal Inovasi, Kreativitas Anak Usia Dini*, 183(2), 153-164.
- Ariani, I., Lubis, R. N., Sari, S. H., Fransisca, Y., & Nasution, F. (2022). Perkembangan Motorik Pada Anak Usia Dini. *Jurnal Pendidikan dan Konseling*, 4(6).
- Astuti, E. S. (Erlina), Wahyuningsri, W. (Wahyuningsri), & Warastuti, W. (Widya). (2014). Pengaruh Stimulasi Motorik Halus Terhadap Daya Konsentrasi Belajar Anak Usia Prasekolah. *Jurnal Ilmu Pendidikan Universitas Negeri Malang*, 20(2), 105349. <https://www.neliti.com/id/publications/105349/>
- Fitriani, D., Mahmud, S., & Abdul Aziz, U. (2023). Kajian Fase Tumbuh Kembang Anak Usia Dini Dalam Kurikulum Merdeka Belajar. *Bunayya : Jurnal Pendidikan Anak*, 9(1), 112. <https://doi.org/10.22373/bunayya.v9i1.17473>
- Irfani, A. N. (2022). *Pengembangan Motorik Halus Anak Usia 4-5 Tahun Melalui Kegiatan Seni Lukis di TK Aisyiah I Gumpang*. UIN Raden Mas Said Surakarta.
- Kumala, I., & Amelia, D. (2023). Pengaruh Menggambar Bebas Terhadap Kreativitas Anak Kelompok B Di Tk Garing Tarantang Desa Tumbang Manggu Kabupaten Katingan. *Pintar Harati: Jurnal Pendidikan dan Psikologi*, 19(1), 84-95. <https://doi.org/10.36873/jph.v19i1.10617>
- Kurniawan, H., Hayati, H., Hidayat, M. A., Anwar, M. K., Arrosyid, M. A., Setyawan, I., Alfarisi, M., Dharmawan, M. M., Kristiana, I. I., Amelia, M. E., Haq, I. N., Niar, M. U. S., & Erlyananda, M. F. (2025). Peningkatan Motivasi Gerak Anak Usia Dini untuk Kemampuan Motorik dengan Olahraga Tradisional di Babatan, Surabaya, Jawa Timur. *Jurnal Abdi Masyarakat Indonesia*, 5(3), 889-896. <https://doi.org/10.54082/jamsi.1877>
- Kurniawan, K., & Mangunatmadja, I. (2019). Faktor Risiko Eksternal terhadap Keterlambatan Motorik Kasar pada Anak Usia 6-24 Bulan: Studi Kasus-Kontrol. *Sari Pediatri*, 21(1), 24. <https://doi.org/10.14238/sp21.1.2019.24-30>

- Lestari, P. (2018). *Penerapan Finger Painting Untuk Mengembangkan Kreativitas Pada Anak Usia 5-6 Tahun di RA At-Tamam Sukarame Bandar Lampung* [UIN Raden Intan Bandar Lampung]. <https://repository.radenintan.ac.id/5677/1/>
- Mawardah, M., & Khotimah, K. (2024). Finger Painting: Untuk Meningkatkan Motorik Halus Anak Paud Melati Di Desa Sembadak. *Jurnal Pengabdian Kepada Masyarakat Nusantara*, 5(2), 1777–1786. <https://ejournal.sisfokomtek.org/index.php/jpkm/article/view/2763>
- Ramadhanti, N., Asmawati, L., & Maryani, K. (2023). Pengaruh Menggambar Terhadap Kemampuan Menulis Anak Usia 5-6 Tahun. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(2), 3485–3491. <https://doi.org/10.36989/didaktik.v9i2.1212>
- Romlah. (2017). Pengaruh Motorik Halus dan Motorik Kasar terhadap Perkembangan Kreatifitas Anak Usia Dini. *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, 2(2), 131–137. <https://doi.org/10.24042/tadris.v2i2.2314>
- Wahyuningsih, S., Wahyuni, S., & Siregar, R. (2023). Pengembangan Motorik Halus Anak Usia Dini melalui Kegiatan Finger Painting. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 7(1), 991–1000. <https://doi.org/10.31004/obsesi.v7i1.3892>
- Yulianingsih, W. T. (2023). *Implementasi Kegiatan Finger Painting Untuk Menstimulasi Motorik Halus Anak di TK IT Bani Pangestu Gesi, Sragen Tahun Ajaran 2022/2023*. UIN Raden Mas Said Surakarta.
- Yulianto, D., & Awalia, T. (2017). Meningkatkan Kemampuan Motorik Halus Melalui Kegiatan Montase Pada Anak Kelompok B RA Al-Hidayah Nanggung Kecamatan Prambon Kabupaten Nganjuk Tahun Pelajaran 2015/2016. *Pinus: Pijar Nusantara*, 2(2).
- Yumalasari, N., & Aprianti, E. (2022). Kegiatan Finger Painting Pada Anak Usia 4-5 Tahun Dalam Meningkatkan Motorik Halus. *JURNAL CERIA (Cerdas Energik Responsif Inovatif Adaptif)*, 5(5), 577–583.

**Copyright Holder :**

© Ulfi Nur Hidayah, et.al, (2024)

**First Publication Right :**

© Bulletin of Early Childhood

**This article is under:**

CC BY SA