



Implementation of Coloring Activities Early Childhood in Developing Fine Motor Skills

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Abstract

Fine motor ability is an ability that requires the movement of small muscles of the body such as the skill of using the fingers, moving the hands to be flexible and good eye and hand coordination. This study aims to carry out implementation activities for early childhood in developing fine motor skills in Aisyiyah Bustanul Athfal 3 Kindergarten 3. descriptive qualitative and in collecting research data using data collection techniques of observation, interviews and documentation. The data obtained from observations, interviews and documentation can lead to data results in the form of writing, words which are then analyzed and a general solution is taken, thus bringing up the conclusions in this study. The results of the research conducted on the Implementation of Coloring Activities in Early Childhood in Developing Fine Motoric Group B in Aisyiyah Kindergarten Bustanul Athfal 3 Banjarejo, Batanghari District, East Lampung Regency showed good results. After the activity is held, it can give good results as an effective, fun and easy method for students to develop physical motor skills, especially in children's motor skills. Implementation of activities carried out by preparing teaching materials or LKA (Child Work Sheet), then explaining the activities to be carried out and then carrying out activities. Supporting factors in the development of children's fine motor skills are environmental factors, stimulation factors and intelligence factors. The inhibiting factors in the development of children's fine motor skills are the learning environment that is less comfortable and the limited learning time.

Keywords: *Coloring Activities, Fine Motor Skills, Islamic Childhood Educations*



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INTRODUCTION

Early childhood education is one of the platforms for providing and developing children's abilities by K13 (2013 PAUD curriculum) regarding standard levels of child development achievement (STPPA), including religious and moral values include knowing their religion, being honest, being tolerant and others, physical motor skills include folding, coloring, drawing, kicking a ball, cutting and others (Virawanti & Sugiarto, 2022). Social, and emotional aspects include following the rules available, being sociable, and knowing one's desires and others. (Kushendar & Mayra, 2021) Language aspects include understanding the storyline and retelling it, etc. (Nur Tanfidiyah & Ferdian Utama, 2019) Art aspects include activities that explore children's abilities with activities that children have never done such as playing percussion instruments, dancing while singing and others. Cognitive aspects include children recognizing and being able to convey various objects around them, such as names of objects, shapes of objects, patterns, sizes, texture properties and others. (Mareta Wahyuni, Dkk, 2015). Education is an absolute need and must be fulfilled because education can equip itself to develop optimally. Early childhood education (PAUD) is essentially: Education that is organized to facilitate and develop children as a whole or emphasizing the development of all aspects of the child's personality. (Sujiono, 2009)

Early childhood development goes very fast, even faster than the age afterwards. Therefore, early childhood education in kindergarten is a vehicle that can stimulate children's growth both physically and mentally. (Tulasih, Yussof, & Kristiawan, 2022) The development that occurs in a person not only includes what is seen such as physical changes but also changes and developments in other aspects such as thinking, feeling and behavior. (Susanto, 2017)

Children at an early age are not yet able to think abstractly, they imitate more and absorb through their senses. At that age they are attracted to teachers who are friendly, loving and like to pay attention to them, sometimes they admire and love their teachers more than their parents, especially those who lack affection from their parents. (M. Ihsan Dacholfany, 2018)

Early childhood education is a special education level and for children aged 1-6 years. Provides stimulation to develop aspects of development and growth. Early childhood education is a basic education level which is a coaching effort aimed at children from birth to 6 years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education organized in formal, non-formal and informal channels. (Ramli, 2022)

Motor development is a physical development in childhood characterized by the development of gross and fine motor skills. At the age of 3 years children can walk well and at the age of 4 years children can master how to learn like adults. At the age of 5, children can use their legs in various ways such as: running, forward, backward, climbing and so on. In balancing their limbs, 5-year-old children can paint, cut and fold well and almost perfectly. (Rania Putri, 2021)

Motoric is a development of control over the body carried out by nerves. These muscles are coordinated with nerves or developed in controlling the body

carried out by nerves coordinating with each other. Motoric can be defined as a movement that uses small or large muscles.(Khadijah, 2020)

Fine motor development is the coordination of body movements involving much smaller muscles and nerves that require eye and hand coordination. At the age of 4 years, the coordination of fine motor movements is highly developed and almost perfect. However, children of this age still experience difficulties in developing their motor skills (still need assistance). At the age of 5 or 6 years, fine motor coordination develops rapidly. At this time the child has been able to coordinate visual motor movements such as: coordinating eye movements with hands, arms and body simultaneously, among others, can be seen when children write or draw.(Maftutah, Jannah, & Utama, 2021)

Coloring activities can be a medium for children's expression, by choosing colors that suit their desires which may be different from the choices of their other friends. Coloring activities are an activity that can foster artistic talent from within the child. In addition to recognizing colors, children can also recognize objects that are colored in coloring children are free to express all the imagination and thinking abilities they have.(Nani Husnaini, 2019)

Coloring can not only help develop creativity and basic abilities in children, but coloring can train motor nerves, understand colors, and children's imagination. Parents and teachers can also easily recognize changes in children's emotions, feelings and desires. One of the efforts to develop children's fine motor skills in coloring art is adjusted to the level of child development which starts from playing while playing while learning. Coloring activity is an activity to invite children to direct how children's habits in coloring spontaneously become habits of pouring colors that have educational values.(Lia Destiana Larasati, Nina Kurniah, 2016)

From the observations that have been made again, the low ability of students in the field of fine motor skills manifested from the ability to color that has not developed optimally, is due to the practice of coloring activities in Aisyiyah Bustanul Athfal 3 Kindergarten, using color pencils, which have a hard texture, so that when used the colors are not easily mixed properly, besides that to produce good colors the child must make a strong enough emphasis, this is very tiring for the child's hands which ultimately has an impact on the appearance of reluctance to color in children, which is due to the fact that their coloring results are not good for themselves or for other people who are older.

Researchers see that in students there are still some children in their fine motor development abilities that have not developed optimally, such as in coloring activities there are some children who have not been able to color evenly, and have not been able to color neatly these activities can be seen when making observations, researchers see educators only give pictures that have not been colored and then students are told to color the picture. So the development of children's fine motor skills at Aisyiyah Bustanul Athfal 3 Kindergarten can be seen in the learning process is still teacher-centered.

From the data that researchers get in Group B Kindergarten Aisyiyah Bustanul Athfal 3 that many students whose motor development is still low. From the observation data regarding the fine motor development of group B Aisyiyah Bustanul Athfal 3 Kindergarten, researchers can conclude that students in group B Aisyiyah Bustanul Athfal 3 Kindergarten totaled 23 students with 11 boys and 12

girls, with MB (Starting to Develop) criteria as many as 9 students, BSH (Developing As Expected) as many as 13 students and BB (Not Developing), only 1 student.

Researchers chose coloring activities to develop children's motor development, because with coloring activities children will feel happy to be more interested and the material provided will be stimulated so that children's development can develop optimally. Based on the background, researchers are interested in studying this problem with the title Implementation of Coloring Activities in Early Childhood in Developing Fine Motor Skills in Group B at Tk Aisyiah Bustanul Athfal 3 Banjarejo, Batanghari District, East Lampung Regency.

METHODOLOGY

The research used by researchers is field research, in field research, researchers look for data by looking directly at the facts in the location with existing theories. This study uses a type of qualitative research where the data in the study cannot be tested with statistics. (Ronny Kountur, 2004) Qualitative research is a scientific study, which aims to understand a phenomenon in a natural social context by prioritizing the process of in-depth communication interaction between the researcher and the phenomenon under study. (Lexy J. Moleong, 2019)

In this research, the primary data sources are the principal and class teacher of group B Aisyiyah Kindergarten. At the same time, the secondary data in this study are in the form of documents, including data and kindergarten profiles and various literature relevant to the discussion. Based on the previous, the researchers used three kinds of data collection techniques: interviews, documentation and observation.

RESULTS AND DISCUSSION

Aisyiyah Bustanul Athfal 3 Kindergarten is Islamic-based by familiarizing and instilling Islamic attitudes so that students have good attitudes and morals. Aisyiyah Bustanul Athfal 3 Kindergarten uses the 2013 curriculum with a development program for religious values, morals, physical motor skills, cognitive, language, social-emotional, art and uses work assessment. Due to the Covid-19 pandemic, Aisyiyah Kindergarten also uses guidelines regarding learning during Covid-19 with previous online learning criteria, but now it is using face-to-face learning even though it is four meetings a week, this learning is only temporary until waiting for the area to be safe or green zone, for now the learning time is only 60 minutes and uses RPPH (Daily Learning Implementation Plan) and assessment in the form of work. There are four educators at Aisyiyah Kindergarten and one principal.

During the previous Covid-19 pandemic, learning at Aisyiyah Bustanul Athfal 3 Kindergarten was online learning through the whatsapp group. Still, many student guardians asked for online or face-to-face learning because online learning was not conducive and did not guarantee that children understood the assignments given. Then after evaluating and discussing with educators so we do face-to-face with a note that only four times a week are Monday, Tuesday, Wednesday and Thursday and with a time of 60 minutes / day, the learning process is still carried out with the learning process as usual with the opening, core and closing.

Thus the discussion of children's fine motor development through coloring activities at Aisyiyah Bustanul Athfal 3 Kindergarten can be analyzed as follows:

From the data that researchers get above the results of observations, interviews and documentation show that the development of fine motor skills in children at Aisyiyah Bustanul Athfal 3 Kindergarten in the implementation of coloring activities carried out to develop fine motor skills in a fun and easily accepted by children.

Aisyiyah Bustanul Athfal 3 Kindergarten has used the 2013 curriculum with development programs: religious values, morals, language, physical motor, cognitive, social emotional and art. The learning process during covid is carried out only 60 minutes / day by dividing children into two groups and learning is carried out alternately.

The learning process at Aisyiyah Bustanul Athfal 3 Kindergarten is carried out by giving assignments through worksheets with writing and coloring activities. The development of fine motor skills at Aisyiyah Bustanul Athfal 3 Kindergarten in the scope of physical motor and logical thinking, children have recognized several color concepts by doing drawing and coloring activities by recognizing various colors and their fine motor development has developed well.

The learning methods used by educators are the assignment method, the lecture method and the singing method. These methods are methods that are used every day and educators always use notebooks or magazines in learning activities.

In the lecture method, educators also very rarely include learning media, educators only rely on magazines and explain the activities in the magazine so that when educators explain with the lecture method, many students do their own activities by chatting with friends next to them, disturbing their friends or even walking so that children's development has not developed optimally because the methods used by educators are not exciting and the use of learning tools in telling activities has not appeared in delivering activities.

As is the case in the development of physical motor skills, especially fine motor skills. Educators only do it by singing, thickening the numbers in the magazine and others. So that children's abilities have not developed because students feel bored with the methods used in the learning process. But after implementing this coloring activity in addition to children who are very happy and enthusiastic about learning. (Martzog & Suggate, 2022)

In Aisyiyah Bustanul Athfal 3 Kindergarten, researchers found several students who researchers considered not significantly developed in this activity, one of which was MHA. This can be seen from coloring a picture of a mango in addition to being slow in coloring it is also not perfect, there are still many out of line even though they have seen examples.

It can be seen that fine motor development through coloring activities at Aisyiyah Bustanul Athfal 3 Kindergarten is a positive activity, good and accepted by students or educators. In implementing this activity, educators also do not find it difficult to apply during learning and students are also very excited about this learning activity. After implementing activities in addition to children's fine motor skills develop this activity students will also more easily understand the concept of color, because in this learning process, educators use crayons and children are able to choose colors and mention colors that exist and match the image. This activity aims to develop children's fine motor skills at Aisyiyah Bustanul Athfal 3 Kindergarten in coloring activities.

Based on the results of observations, the implementation that educators do is in accordance with the steps in the learning process stage by starting preparation. Educators make preparations by preparing learning tools that will be implemented today, such as preparing materials and activity tools such as books and stationery that will be used. For the preparation of lesson plans or RPPH (Daily Learning Implementation Plan) educators do not prepare RPPH (Daily Learning Implementation Plan) every day because in Aisyiyah Bustanul Athfal 3 Kindergarten lesson plans have been prepared so educators only prepare learning tools that will be implemented, but during covid-19 the learning process was initially carried out online to avoid exposure to the covid-19 virus, But this did not last long after the parents of students complained a lot so we, from the educators, inevitably had to carry out face-to-face learning even though it was carried out four times a week face-to-face and the learning location was separated, group A continued to do learning at school and group B carried out learning at Posyanduan 38 Batanghari it was also only temporary so that there was no crowd which resulted in exposure to the Covid-19 virus.

In the next stage, the educator conducts opening activities by conditioning students to pray before learning, then at this stage the educator explains the learning theme using the theme of fruits and the educator asks questions to students related to the activities to be carried out, asking questions related to color, and the name of the fruit picture.

After doing the question and answer, the educator explains how to do the activity and then tells the child to write the name of the fruit that he will color. In this case, the educator did not provide too many opportunities for children to ask questions due to the lack of learning time. In the last stage of the closing stage, the educator does a little repetition related to the activities that have been carried out and reads the prayer going home.

From the results of observations made in the field after implementing coloring activities, researchers saw changes experienced by several educators, one of which was FDH and MHA, this can be proven when coloring mango fruit activities, he was able to do his own activities. The success in a fine motor development is inseparable from the existence of supporting factors and inhibiting factors. In the development of fine motor skills, there are several supporting and inhibiting factors that can influence development including: environmental factors, stimulation factors and intelligence factors. If these three factors go well, the child's development will develop as expected.

Supporting factors: Environmental factors, the school environment in developing children's fine motor skills is quite supportive because at school in addition to facilities outside the school children also get stimulation that can develop their fine motor skills with the guidance and direction of educators. Stimulation factor, the stimulation provided by educators is enough to support the development of children's motor skills, by providing activities and activities that can encourage children's growth and development. And the Intelligence Factor, for this intelligence factor, children who have high intelligence show faster development than children who have a low level of intelligence.

Inhibiting factors: environmental factors, an uncomfortable, unhealthy, or even disharmonious environment felt by students can hinder a developmental process, one of which is fine motor. Stimulation factors, stimulation given to children

if inappropriate or unbalanced can inhibit the growth and development of children. In this case, even intelligence factors can hinder the ability and development of children if the stimulation given to children is not appropriate. We can know that every child has a different level of intelligence. So stimulation provided by schools and parents is an important role in children's intelligence.

a. Implementation of Coloring Activities in Early Childhood in Developing Fine Motor Skills in Group B of Tk Aisyiyah Bustanul Athfal 3 Banjarejo District Batanghari East Lampung Regency.

Coloring children's drawings can be done well, of course, with separate guidance from educators, namely by applying the right coloring technique on coloring paper. In accordance with Permendikbud Number 58 of 2009 concerning Early Childhood Education Standards. The ability to color children aged 4-5 years, namely kindergarten age, is that children are able to express themselves and create with a variety of imaginations and use a variety of imaginations and use various media / materials into a work of art with indicators of developmental achievement levels, including: Can express themselves through the movement of coloring pictures in detail, able to color simple picture shapes. (Bagussulistyo, n.d.)

Given the many important effects of learning to color pictures for children, educators should begin to accustom students to coloring pictures from an early age, starting with pictures that are not too detailed so that children are easier to apply the colors they want to draw, do not give too many rules, both in color selection and line restrictions so that children can explore by themselves.

Learning and appreciation of a child, both serve to help develop the child's brain intelligence, especially in training the child's motor skills. Coloring is very good if introduced early. In order for children's fine motor skills to develop properly, give children the freedom to move in any activity, as is the case in this coloring activity, do not prohibit children from releasing their imagination in doing coloring activities. The steps for implementing coloring activities in developing children's fine motor skills in Group B Aisyiyah Bustanul Athfal 3 Banjarejo Kindergarten, Batanghari District, East Lampung Regency:

1. Prepare teaching materials that will be delivered

Before the implementation of learning activities, teachers first prepare learning media that will be delivered to students. The results of the researcher's interview with one of the group B class teachers at Aisyiyah Bustanul Athfal 3 Kindergarten, namely Triyani Rahayu S.Pd. said that the initial activity was that the educator first prepared the teaching materials that would be used during learning. The materials prepared include LKA (Children's Worksheet) paper containing pictures to be colored, dyes to be used such as crayons and colored pencils.

2. Explaining the activities that will be carried out

Before children work on coloring activities, educators gather children to provide explanations and directions about coloring activities that will be carried out. This is very important to do so that in doing learning activities children better understand what they will do. In providing explanations and directions to children, it must be simple so that children understand.

Based on the results of the researcher's interview with one of the group B class teachers at Aisyiyah Bustanul Athfal 3 Kindergarten, Triyani Rahayu S.Pd.

she said that at this stage the educator provides directions and examples of how to color using kerayon media. Likewise, with coloring activities on children's worksheets, the teacher explains the picture on the child's worksheet, then introduces tools and materials and explains the colors in the picture.

3. Doing coloring activities

Based on the researcher's interview results with one of the group B class teachers at Aisyiyah Bustanul Athfal 3 Kindergarten, Triyani Rahayu S.Pd. said that after all the steps have been implemented, the last step is that the children begin to do their respective tasks, namely coloring activities. Children work alone without the help of educators, in this activity educators only supervise by providing direction and guidance to children so that the results can be seen according to the child's development. Coloring activities are an activity that can foster artistic talent from within the child. In addition to recognizing colors, children can also recognize objects that are colored in coloring children are free to express all the imagination and thinking abilities they have.

The definition of coloring is literally, putting color or paint on an image. Coloring is part of the skills that children should master from an early age because understanding colors is as important as mastering counting. (Nurhayati, 2020) One of the efforts to develop children's fine motor skills in the art of coloring is adjusted to the level of child development which starts from playing while playing and while learning. Coloring activities are an activity to invite children to direct how children's habits of spontaneous coloring become habits of pouring colors that have educational values. (Lia Destiana Larasati, Nina Kurniah, 2016)

Coloring can not only help develop creativity and basic abilities in children, but coloring can train motor nerves, understanding of colors, and children's imagination. Parents and teachers can also easily recognize changes in children's emotions, feelings and desires.

Colors are pigments or powders that are obtained into bars or powders that are made into a paste and liquefied. Solidified powders such as pencils, paints and liquid paint bars. There are 3 kinds of pastel colors, namely: Young chalk pastels are removed with a cloth or by hand. Dyes that are suitable for children are materials that make it easy for children to scratch and make the durability of drawing long, besides that the dye does not contain racism (antitoxin), because children often bite when holding colors. (Hajar Pamadhi, 2010)

So from some of the above understanding, it can be concluded that coloring pictures is an activity of giving color to a field that has the shape of both people, animals, plants and so on by using dyes markers, colored pencils, food coloring and other colors.

One way to improve fine motor skills is through coloring pictures as Adi D. Tilong said that coloring activities function as an educational tool to stimulate the development of the whole child. (Adi D, 2016) Coloring is an activity that is very important for the development of children's brains, especially their imagination. Similar to drawing, this one activity is very fun for children of all age groups. Even coloring activities serve as a tool to stimulate overall child development..

b. Supporting and inhibiting factors in developing children's fine motor skills at Aisyiyah Bustanul Athfal 3 Banjarejo Kindergarten, Batanghari District, East Lampung Regency.

In this study, researchers conducted interviews and found supporting and inhibiting factors in developing children's fine motor skills at Aisyiyah Bustanul Athfal 3 Kindergarten, hoping and striving for the success of students in achieving the six aspects of development, one of which is the physical aspect of motor (fine motor). The strategies applied by educators to develop fine motor skills are packaged in the development program and content program at Aisyiyah Bustanul Athfal 3 Banjarejo Kindergarten, Batanghari District, East Lampung Regency.

Children who are active, free and have agile movement abilities are an example of motor development. In developing children's fine motor skills there are several supporting and inhibiting factors such as environmental factors, stimulation and intelligence. Based on the data obtained, to find out the supporting and inhibiting factors in developing children's fine motor skills, researchers conducted interviews with the principal and class teacher of group B at Aisyiyah Bustanul Athfal 3 Kindergarten.

Supporting factors are factors that support the development that students have had since birth so that they can develop according to the stages of development. Supporting factors in children's fine motor development are as follows:

1. Environmental factors

In early post-birth life there are no unfavorable environmental conditions, the more active the fetus the faster the child's motor development. Environmental conditions are external factors or factors outside the child. Environmental conditions that are less conducive can hinder children's fine motor development, where children lack the freedom to move and do exercises. For example, a playroom that is too narrow, while the number of children is large, will cause children to move quickly and be very limited in the movements they make.

2. Stimulation Factors

Stimulation that can be used to improve fine motor development can be in the form of play activities, where children are given toys that show certain body parts only and are carried out by small muscles, but fast coordination is needed. Children who receive directed and regular stimulation will develop faster than children who are less or who do not receive stimulation.

3. Intelligence

Children with high intelligence show faster development than children with low intelligence levels. Intellectual intelligence also affects children's fine motor development. Intellectual intelligence characterized by high and low IQ scores indirectly proves the level of brain development of children and brain development greatly affects the ability of movement that can be done by children, considering that one of the functions of the brain is to regulate and control the movements made by children. The slightest movement made by a child is the result of cooperation between 3 elements, namely the brain, nerves and muscles, which interact positively. (Lutan, 2013)

In addition, inhibiting factors are factors that hinder a person's development. Inhibiting factors in developing children's fine motor skills include: environmental factors, based on the observations that researchers can see in the field, indeed an

inhibiting factor in addition to a place that is arguably only a patch besides that not to mention children who are not in a good mood and coincidentally there researchers saw a child whining that he wanted to study at his school again so that the focus of educators was divided not to mention the lack of learning time made children feel uncomfortable and became not conducive. In addition to the environmental factors of stimulation at school that researchers see, educators have done as much as possible to develop motor skills in children. However, as stated by Mrs. Triyani Rahayu S.Pd as the group B class teacher, for the stimulus given in the family, educators do not know because most parents delegate the growth and development of children to school or arguably leave all matters of child growth and development to school. So that is an obstacle, children should not only get stimulation at school but also get stimulus from their parents so that children's growth and development will develop properly. Then the intelligence factor can also be an obstacle Based on what researchers see for this intelligence factor, it does require reciprocity in terms of providing stimulation to children, stimulation and encouragement from schools and parents are very important in increasing children's intelligence. If stimulation is only given at school, it can make the development of children's intelligence hampered because stimulation and encouragement from parents are also an important role in increasing children's intelligence. Intellectual intelligence characterized by high and low IQ indirectly proves that the level of brain development of children greatly affects the ability of movement that can be done by children, considering that one of the functions of the brain is to regulate and control the movements made by children. The slightest movement made by the child is the result of cooperation between 3 elements, namely the brain, nerves and muscles, which interact positively.

CONCLUSION

Based on the research that has been carried out with the title Implementation of Coloring Activities in Early Childhood in Developing Fine Motor Skills at Aisyiyah Bustanul Athfal 3 Banjarejo Kindergarten, Batanghari District, East Lampung Regency, it can be concluded as follows:

The implementation of coloring activities in developing children's fine motor skills shows good results. After being held coloring activities can provide good results as an effective, fun and easy method for students in developing children's physical motor abilities, especially in children's fine motor skills. Implementation of Coloring Activities in Early Childhood in Developing Fine Motor Skills at Aisyiyah Bustanul Athfal 3 Banjarejo Kindergarten, Batanghari District, East Lampung Regency is done by preparing teaching materials or LKA (Children's Worksheet), then explaining the activities to be carried out and then carrying out coloring activities.

Supporting factors in developing fine motor skills are environmental factors, a conducive and supportive environment can affect children's growth and development. We can know that children's motor development will be more optimal if the environment where children grow up supports them to move freely. Stimulation factors, the stimulation provided can support the development of children's motor skills, by providing activities and activities that can encourage children's growth and development. Then the Intelligence actor, for this intelligence factor, children who have high intelligence show faster development than children who have a low level of intelligence. Meanwhile, the inhibiting factors in developing

fine motor skills are an uncomfortable learning environment or place and limited learning time.

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