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THE EFFECT OF FINGER PAINTING ON THE DEVELOPMENT OF CHILDREN'S CREATIVITY

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Abstrak
Berdasarkan hasil observasi yang dilakukan di PAUD Ceria pada bulan Agustus 2023, ditemukan bahwa terdapat anak-anak dengan usia 5-6 tahun memiliki permasalahan pada perkembangan kreativitas yang diidentifikasi pada saat anak belum mampu menyelesaikan tugas menggambar dengan tema bebas yang diberikan, ketika kegiatan menggambar sedang berlangsung anak tidak terlihat bersemangat, serta anak akan meniru contoh gambar guru yang ditampilkan, anak belum mampu membuat karya berbeda dari teman. Tujuan dalam penelitian ini adalah untuk mengetahui adakah pengaruh finger painting dalam mengembangkan kreativitas anak usia 5-6 tahun di PAUD Ceria Sabena Kids II Aceh Besar. Penelitian menggunakan jenis kuantitatif dengan metode eksperimen, design penelitian "*Pre-test dan Post-test one group designs*". Populasi dalam penelitian ini 46 anak dan sampel 26 anak dengan menggunakan teknik *purposive sampling*. Hasil penelitian ini memperoleh nilai pretest 57,38 dan posttest 74,42, perolehan nilai signifikansi pada uji normalitas pada pretest adalah 0,066 > 0,0, pada posttest 0,002 > 0,05 dapat dinyatakan bahwa kedua data tersebut berdistribusi normal. Perolehan nilai $t_{hitung} > t_{tabel}$ yaitu 8,8 > 1,708, dengan demikian terjadi penolakan Ho dan penerimaan Ha yang artinya adanya pengaruh *finger painting* terhadap pengembangan kreativitas anak usia 5-6 tahun di PAUD Ceria.

Kata Kunci: *Finger Painting*, Kreativitas, Anak

Abstract
Based on the results of observations carried out at PAUD Ceria in August 2023, it was found that there were children aged 5-6 years who had problems with the development of creativity which were identified when the children were not able to complete the drawing task with the free theme given, when the drawing activity was in progress. progressing, the child does not look enthusiastic, and the child will imitate the example of the teacher's drawing shown, the child is not yet able to create different work from his friends. This research aims to find out whether there is an influence of finger painting in developing the creativity of children aged 5-6 years at PAUD Ceria Sabena Kids II Aceh Besar. The

research uses a quantitative type with experimental methods, research design "Pre-test and Post-test one group designs". The population in this study was 46 children and the sample was 26 children using purposive sampling technique. The results of this research obtained a pretest score of 57.38 and a post-test of 74.42, the significance value obtained in the normality test in the pretest was 0.066 > 0.0, in the posttest 0.002 > 0.05 it can be stated that the two data are normally distributed. The obtained value of $t_{count} > t_{table}$ is 8.8 > 1.708, thus there is a rejection of Ho and acceptance of Ha, which means that there is an influence of finger painting on the development of creativity in children aged 5-6 years at PAUD Ceria.
Keywords: *Finger Painting; Creativty; Children's*

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A. INTRODUCTION

Creativity is creating, discovering, imagining, conceptualizing, forming, constructing, producing, producing, seeing the future or the ability to predict new trends, the ability to analyze the basic needs of society, the ability to preserve nature, and so on. So, creativity is very complex and has many sides. [1] . A person's creativity is the talent to create something imaginative. According to Chaplin in Alex, creativity is the ability to produce new forms of art or to solve problems with new methods.[2]

Based on the opinion above, creativity is all individual skills to produce and create something new in the form of ideas and the results are different from before. Creativity is an advantage that children carry from birth and depends on the stimulus provided so that it develops and children become more creative. Creativity in early childhood can be seen from various perspectives, including creativity in thinking (problem-solving) [3] . Children with creativity enjoy different things to do including exploring, experimenting,

[1] Noor Laila Ramadhani, *Melukis Di Atas Kain Untuk Meningkatkan Kreativitas Siswa Bidang Tata Busana*, 2019.
[2] Alex Sobur, 'The Influence of Curiosity and Self-Confidence of Students', 5.1 (2011), 9–21.
[3] Widyasanti, 'Strategi Pengembangan Kreativitas Anak Usia Dini Dimasa Pandemi', *KUMAROTTAMA: Jurnal Pendidikan Anak Usia Dini*, 1.1 (2021), 54.

being curious, and interested in new things.[4]

Based on the results of observations carried out at PAUD Ceria in August 2023, it is known that there are children aged 5-6 years who have problems with the development of creativity which can be identified when the child is not able to complete the drawing task with the free theme given. by the teacher, when the drawing activity is going on the child does not look enthusiastic, and the child will imitate the example of the teacher's drawing shown, and the child is not yet able to create work that is different from his friends. When asked why they didn't want to make drawings with their ideas, they answered that they didn't know what kind of drawings to make, because they often drew activities with free themes, which indicated that they didn't have the motivation to create their work. Meanwhile, at the age of 5-6 years, children should be able to show creative attitudes, such as in creating products that suit their imagination, and in communicating the products they make, generally children really like making things, creative children are children who work or create something. full of humor, not stiff, and rich in play (playful) with stages of creative development in toddlers, one of which is that at the age of 5 years, they can mix and use colors boldly. Based on the results of these observations, it can be said that children aged 5-6 years at PAUD Ceria are children who have creativity because children can imitate examples of teacher drawings and their friends' work, therefore researchers will look at the development of creativity in children aged 5 -6 years, namely through finger painting activities.

Finger painting is a painting technique by applying colorful paint to paper with your fingers directly without using tools or brushes. For finger painting activities, children can

[4] ulfa Zikra , rani, 'Pengembangan Media Big Book Prayer Untuk Mengoptimalkan Religious Moral Activities Anak 4-5 Tahun', *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*, 6.2 (2022), 6621–40 <https://doi.org/10.31004/obsesi.v6i6.2328>.

freely express their imaginations which will be realized. Finger painting is easy and not that complicated and there are no standard rules for doing it. Finger painting can be used to increase the creativity of the fingers, by having free movement of the fingers to express themselves. Wahyuni et al stated that finger painting is an activity that is suitable for developing children's creativity because with finger painting teachers can encourage children to imagine, produce new works, and channel their ideas and opinions into finger painting.[5]

According to fitriani, finger painting is a type of image-making activity that is done by scratching a color mixture (color porridge) directly with your fingers freely on paper. [6]. Fingers here are all the fingers, palms, even down to the wrist. Previous research related to increasing creativity through finger painting was carried out by Nurani, Anggi, et al [7]. The results of the research showed that through the finger painting technique, children's creativity could be developed, where there was an increase. A child's creativity is said to have developed if the child can play finger painting, color pictures with 1 or more colors, and can color different pictures from the teacher's pictures.[8]

Finger painting activities are expected to create a pleasant atmosphere and become a place for children to express ideas which can increase children's creativity. Therefore, it needs to be studied in depth through research with the title "The Influence of Finger Painting on the Creativity Development of Children Aged 5-6 Years at PAUD Ceria". This writing aims to determine the influence of finger painting in developing the

[5] Rizki dan Erdiyanti Wahyuni, 'Meningkatkan Kemampuan Motorik Halus Anak Melalui Finger Painting Menggunakan Tepung Singkong', *MURHUM: Jurnal Pendidikan Anak Usia Dini*, 1.1 (2020), 24.

[6] Dewi Fitriani, *Aplikasi Kegiatan Main Finger Painting Dalam Peningkatan Kreativitas Motorik Halus Anak Usia Dini*, 2019.

[7] Yuliani Nurani, *Memacu Kreativitas Melalui Bermain: Pembelajaran Anak Usia Dini* (Jakarta Timur: Bumi Aksara, 2020).

[8] Bussakorn Binson, 'Curiosity-Based Learning (CBL) Program', 6.12 (2009), 13–22.

creativity of children aged 5-6 years at PAUD Ceria

B. METHOD

This type of research uses a quantitative approach. The research method used in this research is the experimental method. In an experimental study, the researcher manipulates at least one variable, and controls other relevant variables by observing the effect/influence on one or more dependent variables. [9]. The design used in this research is pre-experimental (non-designs) which is not yet a true experiment, because there are still external variables that influence the shape of the dependent variable.[10]

Meanwhile, the form of design is "Pre-test and Post-test one group designs", namely research that uses only one experimental class without any other classes or control classes. [11]. The design used in one group design is research that is only carried out on one research sample, namely the experimental class which is given a pre-test and post-test.

The population in this study were all children aged 5-6 years at PAUD Ceria, totaling 46 students. The technique used in determining the sample was the purposive sampling technique. The sample in this study was group B1 children which consisted of 26 children. The reason for taking samples was because in this class there were problems with children's creativity, so the criteria for this research were children with underdeveloped creative abilities.

In obtaining data in this research, researchers used several techniques, namely observation and documentation. Observation and Documentation. The instrument used in this research is an observation sheet. The observation sheet is used by researchers to record the results of

[9] Prof.Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif,Dan R&D*, *Alfabeta, Cv.*, 2016.

[10] Sita Husnul Khotimah, Titin Sunaryati, and Sri Suhartini, 'Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini Penerapan Media Gambar Sebagai Upaya Dalam Peningkatan Konsentrasi Belajar Anak Usia Dini Abstrak', *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 2021.

[11] Suharsimi Arikunto, *Penelitian Tindakan Kelas*, 2012; Nanah Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosda Karya, 2005).

observations or observations carried out directly by marking a checklist (√) if what is observed appears or is by the instrument and with the description of the skills the child is expected to achieve. The observation sheet is used to see the increase in creative development of children aged 5-6 years in the categories not yet developing (BB), starting to develop (MB), developing according to expectations (BSH), and developing very well (BSB).[12]

Data obtained from interviews, observations, and documentation will be analyzed by organizing the data into categories, breaking it down into units, synthesizing it, arranging it into patterns, selecting important data, and finally making conclusions so that it is easy to understand for both yourself and others. To obtain data and information during the implementation of this research, researchers used data collection techniques including: The normality Test and T-Test.[13]

C. RESULT AND DISCUSSION

1. Description and Pretest value

A pretest is a test given at the beginning to determine a child's literacy. The score on the pretest tends to be lower because it has not been applied yet. The pretest in this research was carried out on Tuesday 24 October 2023 and the following scores were obtained:

Table 1 ***Pretest***

No	Inisial Anak	Indikator Penilaian 1	Indikator Penilaian 2	Indikator Penilaian 3	Indikator Penilaian 4	Indikator Penilaian 5	Total Skor	Mean	Persentase
1	HA	2	2	2	2	3	11	2,2	55
2	FS	3	2	1	3	2	11	2,2	55
3	ZA	2	2	3	2	3	12	2,4	60
4	MMAN	4	2	2	4	2	14	2,8	70
5	MZG	2	3	2	2	3	12	2,4	60
6	MAR	3	1	2	3	1	10	2	50
7	AAS	2	2	2	2	2	10	2	50
8	MFA	3	3	2	3	3	14	2,8	70
9	MRA	2	3	2	2	3	12	2,4	12
10	MRAA	2	2	3	2	2	11	2,2	55
11	AD	2	3	2	2	3	12	2,4	60
12	ALK	2	2	3	2	4	13	2,6	65
13	MFA	2	2	2	2	2	10	2	50
14	MAZ	1	3	4	1	3	12	2,4	60
15	MA	3	2	2	2	4	13	2,6	65
16	SA	2	2	2	2	2	10	2	50
17	NA	2	3	2	4	1	12	2,4	60
18	DA	1	2	2	1	2	8	1,6	40
19	AA	2	3	2	2	4	13	2,6	65
20	AD	2	3	2	2	3	12	2,4	60
21	HT	3	2	2	3	4	14	2,8	70
22	FI	2	3	1	2	3	11	2,2	55
23	ZA	2	2	2	2	4	12	2,4	60
24	NA	2	3	3	4	2	14	2,8	70
25	NA	3	3	2	3	3	14	2,8	70
26	NL	2	2	3	2	2	11	2,2	55
Total skor		**58**	**62**	**57**	**61**	**70**	**308**	**61,6**	**1492**
Mean		**2,23**	**2,38**	**2,19**	**2,35**	**2,69**	**11,85**	**2,37**	**57,38**

[12] Jojor Renta Maranatha and Dewi Indriati Hadi Putri, 'Empati Anak Usia Dini: Pengaruh Penggunaan Video Animasi Dan Big Book Di Taman Kanak-Kanak', *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6.3 (2021), 1991–99 <https://doi.org/10.31004/obsesi.v6i3.1881>; Nur Azizah Masteni Masteni, 'Media Busy Book Untuk Kemampuan Membaca Permulaan Anak Tunarungu Di SLB', *Obsesi*, 7.1 (2023) <https://obsesi.or.id/index.php/obsesi/article/view/3494>.

[13] Khotimah, Sunaryati, and Suhartini.

Based on table 1 above, it can be seen that the pretest or initial test obtained an average score of 57.38 from tests that were carried out on 26 children.

2. Treatment

Treatment in this study was carried out 3 times with finger painting activities carried out on October 25, 26, and 30. Meanwhile, treatment I on October 25 started with a finger painting activity with a butterfly theme where the teacher showed a picture of a butterfly and then asked the children to guess the name of the picture shown. The teacher wrote the vocabulary "Butterfly" on the blackboard and then asked the children to write again in their respective books, the teacher mentioned the body parts of butterflies and their functions, the teacher asked the children to color the butterfly pattern using the finger painting technique, the teacher asks the children to name the colors that have been used.

Meanwhile, the second treatment was carried out on October 26, 2023, where in the second treatment activity the teacher showed a picture of a bee, and then asked the children to guess the name of the picture shown. The teacher wrote the vocabulary "Bees produce honey" on the blackboard and then asked the children to write it back in the book. respectively, the teacher names the body parts of a bee and their functions. Sings the song "Bees and Honey", the teacher asks the children to color a pattern with a picture of a bee using the finger painting technique. The teacher asks the children to name the colors that have been used.

The third treatment was carried out on October 30, where the teacher showed a picture of a dragonfly, and then asked the children to guess the name of the picture shown. The teacher mentioned the body parts of a dragonfly and their functions. Singing the song "Dragonfly", the teacher asked the children to color a pattern with a picture of a dragonfly using the finger technique. painting, the teacher asks the children to name the colors that have been used.

3. Postest Data

Posttest are tests carried out to measure whether the learning we have done has been effective or not.

Therefore, the posttest is always carried out at the end of learning. The posttest in this research was carried out on October 31 2023 with the teacher showing a picture of a butterfly and then asking the children to guess the name of the picture shown. The teacher mentioned the body parts of the butterfly and their functions, and sang the "peacock" song, the teacher asked the children to make a picture of a peacock using finger painting techniques. The teacher asks the children to name the colors that have been used. Meanwhile, the post-test scores can be seen in the table below:

Tabel 2 Data *Posttest*

No	Inisial Anak	Indikator Penilaian 1	Indikator Penilaian 2	Indikator Penilaian 3	Indikator Penilaian 4	Indikator Penilaian 5	Total Skor	Mean	Persentase
1	HA	3	4	3	3	4	17	3,4	80
2	FS	3	3	4	4	3	17	3,4	80
3	ZA	4	3	4	2	3	16	3,2	75
4	MMAN	3	3	3	4	4	17	3,4	85
5	MZG	3	4	3	3	4	17	3,4	85
6	MAR	4	3	3	3	3	16	3,2	80
7	AAS	3	3	3	4	3	16	3,2	65
8	MFA	3	3	2	4	4	16	3,2	70
9	MRA	3	3	4	3	2	15	3	75
10	MRAA	3	3	4	3	3	16	3,2	60
11	AD	3	2	3	3	4	15	3	75
12	ALK	3	2	4	3	4	16	3,2	75
13	MFA	3	2	3	3	4	15	3	65
14	MAZ	2	3	3	3	4	15	3	75
15	MA	3	2	4	4	3	16	3,2	60
16	SA	4	2	3	2	4	15	3	75
17	NA	3	3	2	4	3	15	3	75
18	DA	3	3	3	3	3	15	3	65
19	AA	3	3	3	3	3	15	3	75
20	AD	3	3	4	3	3	16	3,2	80
21	HT	3	3	3	4	2	15	3	75
22	FI	4	3	3	3	3	16	3,2	80
23	ZA	3	3	3	4	3	16	3,2	80
24	NA	3	3	3	4	3	16	3,2	70
25	NA	3	3	3	3	3	15	3	75
26	NL	4	3	3	3	3	16	3,2	80
Total skor		82	75	83	85	85	410	82	1935
Mean		3,15	2,88	3,19	3,27	3,27	15,77	3,15	74,42

Based on table 2 of the posttest above, it can be seen that the average percentage score for the 26 children was 74.42.

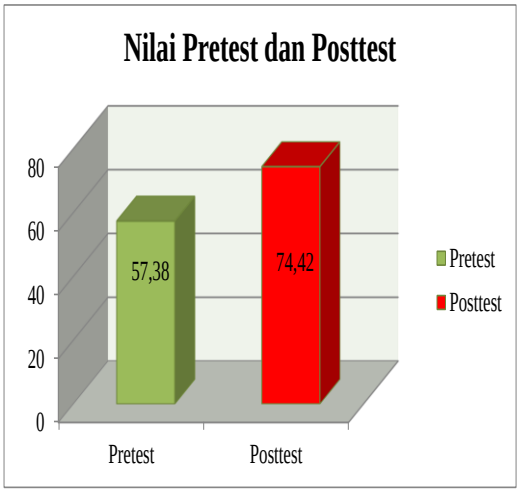

Figure 1. Pretes and Posttest Data

Based on the graph above, it is known that the pretest activity on the green graph got a score of 57.38 and on the red posttest graph, it got a score of 74.42. So, based on the increase between the initial test and the final test, it is known that there is an influence of finger painting on the creativity of children aged 5-6 years at PAUD Ceria.

4. Technic Data Analysis

a. Uji Normalitas

Normality testing is carried out to determine whether a data distribution is normal or not, this is important to know because it is related to the selection of statistical tests to be used. Normality test research was

carried out using Shapiro Wilk using the help of the SPSS version 26 program.

After obtaining the pretest and post-test scores, data analysis techniques will be carried out using the normality test which can be seen in the table below:

Table 3

Tests of Normality				
		Shapiro-Wilk		
	Class	Statistic	Df	Sig.
Nilaipretestp	Pretest	.927	26	.066
osttest	posttest	.856	26	.002
a. Lilliefors Significance Correction				

Based on the output that has been carried out using SPSS 26 using the Shafiro-Wilk method, statistical data obtained on the pretest (initial test) was 0.927, df (frequency deficiency) 26, and Sig (P-value/probability value) 0.066. Meanwhile, on the posttest or final test, the value obtained statistics 0.856, df (frequency deviation) 26, and Sig (P-value/ probability value) 0.002.

b. T-test

The t-test is a class of parametric statistics; this statistic is used in hypothesis testing.

Tabel 4

T-test Value

No	Inisial Anak	Pretest X		Posttest Y		d	Md	xd.2	Xd.2
		Total	Mean	Total	Mean	y-x		d-Md	
1	HA	11	2,2	17	3,4	1,2	0,88	0,32	0,10
2	FS	11	2,2	17	3,4	1,2	0,88	0,32	0,10
3	ZA	12	2,4	16	3	3,2	0,88	2,32	5,38
4	MMAN	14	2,8	17	3,4	0,6	0,88	-0,28	0,08
5	MZG	12	2,4	17	3,4	1	0,88	0,12	0,01
6	MAR	10	2	16	3,2	1,2	0,88	0,32	0,10
7	AAS	10	2	16	3,2	1,2	0,88	0,32	0,10
8	MFA	14	2,8	16	3,2	0,4	0,88	-0,48	0,23
9	MRA	12	2,4	15	3	0,6	0,88	-0,28	0,08
10	MRAA	11	2,2	16	3,2	1	0,88	0,12	0,01
11	AD	12	2,4	15	3	0,6	0,88	-0,28	0,08
12	ALK	13	2,6	15	3	0,4	0,88	-0,48	0,23
13	MFA	10	2	15	3	1	0,88	0,12	0,01
14	MAZ	12	2,4	15	3	0,6	0,88	-0,28	0,08
15	MA	13	2,6	16	3,2	0,6	0,88	-0,28	0,08
16	SA	10	2	15	3	1	0,88	0,12	0,01
17	NA	12	2,4	15	3	0,6	0,88	-0,28	0,08
18	DA	8	1,6	16	3,2	1,6	0,88	0,72	0,52
19	AA	13	2,6	15	3	0,4	0,88	-0,48	0,23
20	AD	12	2,4	16	3,2	0,8	0,88	-0,08	0,01
21	HT	14	2,8	15	3	0,2	0,88	-0,68	0,46
22	FI	11	2,2	16	3,2	1	0,88	0,12	0,01
23	ZA	12	2,4	16	3,2	0,8	0,88	-0,08	0,01
24	NA	14	2,8	16	3,2	0,4	0,88	-0,48	0,23
25	NA	14	2,8	15	3	0,2	0,88	-0,68	0,46
26	NL	11	2,2	16	3,2	1	0,88	0,12	0,01
Total skor		**308**	**61,6**	**410**	**81,8**	**22,8**			**8,76**
Mean		**11,85**	**2,37**	**15,77**	**3,15**	**0,88**			

Hypothesis testing is carried out by comparing the results of the count (t-test) with a table using the pretest scores and posttest scores. table value is obtained by determining the value based on the significance level (0.05) with degrees of freedom (dk = n-1),

Based on the results of data processing that has been calculated, the t-table value is 1.708. So it shows that the value of t-count> t-table is 8.8 > 1.708, thus there is a rejection of Ho and acceptance of Ha, which means there is an influence of treatment or it can be concluded that there is an influence of finger painting on the developer.

Based on research conducted at PAUD Ceria which started on Tuesday 24 to Tuesday 31 October 2023. With 26 children as samples in class B, using Pretest, Treatment, and Posttest activities using three data analysis techniques, namely test normality. Where based on the hypothetical decision-making criteria based on p-value or significance (sig), namely as follows:

if sig < 0.05 then ha is accepted or the data is normally distributed

if sig > 0.05 then ho is rejected or the data is not normally distributed.

Or it can be concluded that: The Sig value (P-value/ probability value) of statistics on the pretest (initial test) is 0.066, namely 0.066 > 0.05, so ha is accepted or the pretest data (initial test) is normally distributed. The Sig value (P-value/ probability value) of statistics on the Posttest (final test) is 0.002 < 0.05, so ho is accepted or the Posttest (final test) data is not normally distributed. Because both Pretest and Posttest data are normally distributed, it can be continued with the parametric test, namely the t-test.

In the t-test, the value is t_{count} > t_{table}, namely 8.8 > 1.708. The decision to accept or reject the hypothesis is based on the significant value. If the significance is smaller than 0.05 then the hypothesis is accepted. So by obtaining a test value of t-count > t-table, namely 8.8 > 1.708, then Ha is accepted and Ho is rejected. In this way, there is rejection of Ho and acceptance of Ha, which means that there is an influence of treatment or it can be concluded that there is an influence of finger painting on the development of creativity in children aged 5-6 years at PAUD Ceria

Based on the results of this research, it can be said that finger painting can influence aspects of early childhood development. This is supported by research conducted by Lia Istiana and Nurhenti Dorlina Simatupang with research results showing that there are differences in children's creativity before and after being treated with finger games. Painting. Using finger painting games in children's creativity can provide significant results. From the statistical

data analysis stage using the Wilcoxon formula, it is known that $t_{count} < t_{table}$ (0 < 35) so it can be concluded that the increase in children's creativity experienced by research subjects is significant, thus Ho is rejected and Ha is accepted. As well as research conducted by Sri Rahayu Hader et al, with the results of research that finger painting activities can develop the creativity of children in group B. The use of finger painting activities for learning turns out to have a great influence on the fine motor skills of children aged 4-5 years, in group B. Finger painting is one alternative that can train children's fine motor skills. Finger painting activities are also used by early childhood educators as a learning activity.

Research conducted by Selviana Wulandari with research results (1) The application of finger painting activities can develop children's creativity better than learning without finger painting activities. This is by the results of observations of the creativity development of children in the experimental class which had an average of 3.51 which was greater than the results of observations of the creativity development of children in the control class which had an average of 2.80. It can be interpreted that there is an influence of finger painting activities on the development of children's creativity, and (2) The results of the hypothesis test prove that t-count (6.05) > t-table (1.68). This is by the results of the hypothesis test: Ho is rejected and Ha is accepted, so it can be stated that there is a significant influence of finger painting activities on the development of children's creativity.

The results of research conducted by Khairunnisa Ulfadhilah show that finger painting can increase: 1) creativity in children; 2) increasing the power of imagination can help express it through the pictures the child makes; 3) training the child's fine motor skills so that all the muscles in the child's growth develop optimally, training the child's fingers and hand strength; 4) improve hand-eye coordination by working together

between the eyes and hands through finger painting

In research conducted by Miftahillah et al, the Wilcoxon test was obtained with a value of Z = -3.752 and a value of Asymp. Sig (2-tailed) is 0.00 where p/sig. < 0.01, namely there is a difference in the value or physical development score of children's gross motor skills for the pre-test and post-test. These results can be seen in an increase in creativity ability scores in group B children before and after implementing learning using finger painting. So the research hypothesis has been proven. The increase in children's creative abilities is shown by positive and varied changes in creative aspects after taking part in learning to use finger painting. Children who take part in learning using finger painting appear to be starting to apply and understand the material that has been presented.

Based on the research and studies above, it can be concluded that finger painting activities can be used to develop the potential possessed by young children, such as creativity where children can think and act creatively and develop the ability to express aesthetic values by depicting creative works using hand.

D. CONCLUTION

Based on the results of data analysis, it can be concluded that research conducted on the influence of finger painting on the development of creativity in children aged 5-6 years at PAUD Ceria Sabena Kids II Aceh Besar resulted in the following conclusions:

Finger painting influences the development of creativity in children aged 5-6 years at PAUD Ceria Sabena Kids II Aceh Besar. This can be proven from the pretest score of 57.38 and posttest of 74.42 and the significance value obtained in the normality test in the pretest was 0.066 > 0. 05 and in the posttest 0.002 < 0.05 it can be stated that both data are normally distributed. As well as obtaining a value of t-count > t-table, namely 8.8 > 1.708, thus there was a rejection of Ho and acceptance of Ha, which means that there is an influence of finger painting on the development of creativity in children aged 5-6 years at PAUD Ceria.

Based on the research that has been carried out, there are several suggestions from the author regarding finger painting activities in developing the creativity of children aged 5-6 years. The results of this research can hopefully be used as one of the many pieces of information about finger painting activities and the creativity of children aged 5-6 years.

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