

Coloring Picture Play Therapy for Preschool-aged Children to Improve Fine Motoric Skills at Madrasah Al-Istiqomah Ciamis

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Abstract

Children are individuals who still have a dependence on adults and the surrounding environment. Pre-schoolers are children aged 3-6 years, at this time children's imagination and creativity begin to develop, and in fine motor development children are able to hold writing tools correctly and learn to draw and color. Coloring is the activity of giving color to the desired field or object. Coloring is an activity that can hone children's creativity and is one of the arts that children like and is easy to learn and can stimulate the performance of the right brain which is very important for children's intelligence. The purpose of holding Picture Colouring Play Therapy for Pre-schoolers is to improve fine motor skills in preschoolers (3-6 years). The method used in this activity is the play therapy method where this activity begins with exploring the target, namely Madrasah Al-Istiqomah. The number of children involved in this activity 15 children who also participated in the Picture Colouring Play Therapy activity, all of whom were students of Madrasah Al-Istiqomah. The results of this play therapy activity showed that children were very enthusiastic about carrying out play therapy activities, and coloring pictures, several things that became a benchmark for the success of therapy were the improvement of children's fine motor skills seen from the accuracy, neatness, and creativity of children. The conclusion of this activity is in accordance with the results of the evaluation of Picture Colouring Play Therapy for Pre-schoolers which has been successfully carried out with satisfactory results criteria where children are enthusiastic in carrying out these activities and this activity can improve the fine motor skills of children, especially preschool age (3-6). year).

Keywords: *Coloring Pictures, Fine Motor Improvement, Play Therapy, Pre-schoolers*

INTRODUCTION

Children are individuals who still depend on their parents and the surrounding environment, an environment that can provide all the basic needs needed by children, especially pre-schoolers, because in that environment they can learn independently (Setiawan et al., 2021). According to (Bintang et al., 2022) preschool children are children aged 3-6 years, where at that age there are many processes of rapid growth and development in children. At this time, children's imagination and creativity begin to develop, in fine motor development, they are able to hold toys and writing utensils correctly, and learn to draw and color (Health et al., 2021).

Pre-school children are children aged 4-6 years and have not taken an official level of education such as elementary school. However, most of them have entered pre-school education such as study groups (playgroups), early childhood education, or madrasah diniyah (Nurmitasari, 2015). At that age children easily catch and understand new things quickly. In addition, early childhood development consists of careful monitoring of physical growth, and cognitive, motor, and psychosocial development.

Fine motor development is a level that must be developed in children. Fine motor skills are activities that involve the limbs and are driven by small muscles (Laili et al., 2018). For example, the ability to arrange blocks, draw, color, cut paper, write, and the ability to move objects from

one place. All of these skills are very important so that children can develop optimally (Siregar & Kardiyanti, 2019).

One form of effort to improve fine motor skills is by playing coloring therapy. Due to the tools that are easy to obtain and economical, many children can express their feelings through the media by coloring pictures. The benefits of playing coloring therapy, among others, can help relieve stress in children because color can be used to describe one's emotions (Rahayu, 2018).

Coloring is giving color, marking, or painting so that it can be concluded that coloring is an activity to give a color (crayon, pencil, spay or paint, etc.) in the object or area that you want. Coloring is an activity that can hone and train the creativity of preschoolers and is one of the works of art that is liked by preschoolers and is not difficult to explore and can stimulate the performance of the right brain which is very important for intelligence (Sya'ban et al., 2021).

Generally, coloring pictures has often been practiced by teachers in Kindergarten. Although it has often been practiced in daily learning activities, basically it is still lacking to stimulate fine motor skills in children. This is because the stimulation that the teacher gives to their students is still not unique, as a result, the child's ability to explore using his fingers cannot be done optimally (Sulistyoati, 2020).

As for the efforts that can be made for fine motor development with coloring play therapy at this pre-school age, it can be carried out through various ways and means (Nofianti, 2020). One example is teaching how to hold a pencil or colored pencil correctly and also how to combine a color. Next, accompany the child when coloring, giving a word of encouragement, praise or giving a gift/reward if the coloring results are very neat (Olivia, 2013). In addition, one must also observe the achievement indicators of the development of fine motor skills that the child wants to achieve such as detailed coloring movements, which are applied in the form of an index of fine motor skills, which include being able to color thoroughly, neatly, and being able to combine colors (Darojat et al., 2019).). The three indicators are abilities that pre-school children must master well.

The purpose of holding this picture coloring play therapy is to improve creativity and fine motor skills in preschool-aged children at Madrasah Al - Istiqomah.

METHOD

This coloring play therapy activity for pre-school children at Madrasah Al-Istiqomah is a service activity for lecturers and Level II students of the D-III Nursing Study Program of STIKes Muhammadiyah Ciamis. The method used in this activity is a play therapy method with an image coloring approach.



Figure 1. The process of implementing activities

As stated in Figure 1, first of all we conducted a location survey to determine the name of the place where this play therapy service activity would be carried out, after getting the targets, then the group team coordinates with the STIKes Muhammadiyah Ciamis to get a permit sheet to meet the requirements for the local agency that will be used as a place for play therapy. This picture coloring play therapy activity was carried out at one of the Madrasah Education institutions in Ciamis Regency, West Java, precisely at Al-Istiqomah Madrasa. After that we prepared the equipment needed in the form of drawing paper and stationery to color a number of participants.

Don't forget that we also provide several prizes as rewards for participants who actively participate in this therapy activity.

The participants who participated in the implementation proses of the play therapy activity coloring this picture were 15 students who were students of Madrasah Al-Istiqomah. The implementation of play therapy activities coloring pictures for preschoolers is carried out through several series of activities which include health protocols:

- Use of hand sanitizer, before entering the class the children are recommended to use the hand sanitizer that has been provided in advance. This is done so that children are free from germs.
- The opening begins with greetings by the moderator. Next, the moderator introduces himself and his members and then explains the activities to be carried out.
- Distribution of drawing paper along with food. After the children finished coloring, then the children were given prizes in the form of drawing books and colored pencils.

This play therapy activity begins with asking questions about the letters of the alphabet, the shape of the picture and how to hold a writing utensil correctly, which is then followed by coloring activities together with a question-and-answer session about various colors. This play therapy was attended by 15 students of Al-Istiqomah madrasa. The media used in this activity is A4 size HVS paper which already contains a picture of a mosque which the student must then color.

RESULTS AND DISCUSSION

This picture coloring play therapy activity was carried out on May 13, 2022, to be exact at Madrasah Al-Istiqomah. This activity was attended by 15 people who are students of Madrasah Al-Istiqomah. Based on the activities that have been carried out, the results of the therapy method showed that the children were enthusiastic in carrying out coloring activities, some of the assessments that became the benchmark for observations were accuracy, tidiness, and children's creativity. Stationery or pictures used are not limited so that children are more creative and have high motivation. The final result was 3 children with the highest rating and were given a number of prizes to motivate the other children.

The difficulty of managing preschool children in obeying orders to draw neatly, makes teachers sometimes let these students freely color by themselves. This is the reason for carrying out coloring therapy activities for early childhood at Madrasah Al - latiqomah. This activity was attended by 15 students of Madrasah Al - ltiqomah aged 4-6 with the information in Figure 2.

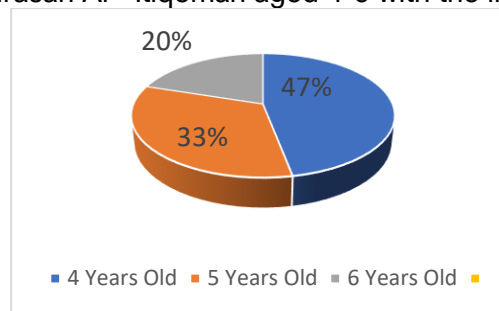


Figure 2. Characteristics of Respondents

In this coloring therapy activity, the team provided a medium where students had to color on HVS paper that had a picture of a mosque on it. After the session the students were asked to sit in an orderly manner at their respective desks to distribute the paper they had to color. After everything is divided into paper, students are invited to write their names first and then after that they can start coloring with directions they must color neatly, must not exceed the line, can combine colors and if the three conditions are met, a prize will be given. Coloring activities interspersed with questions and answers about various colors lasted for 50 minutes because there were obstacles during the coloring session such as children who were fussy, running around, joking with their friends and there were also students who were too careful in coloring the pictures so it was too time consuming.

After the coloring session was over, we assessed the coloring results of the students and chose the best three to be awarded prizes. There are three categories to be a winner, namely pictures that are neatly colored, must not exceed the line and are able to combine colors.

CONCLUSIONS And RECOMMENDATIONS

In accordance with the results of the evaluation, the play therapy activity coloring pictures has been successfully implemented. From the results of the therapy method, it was found that the children were enthusiastic in carrying out this drawing coloring activity so that this activity should be further developed in order to improve the fine motor skills of children, especially preschoolers.

Based on these activities, it can be concluded that the coloring play therapy activity carried out at Madrasah Al-Istiqomah is effective in fine motor development in pre-school children, because before therapy many children were still drawing across lines, coloring unevenly, one color for one picture or another. combines all the colors in one image which causes the image to look abstract. However, after playing coloring therapy, let alone being stimulated, such as praise and gifts, many children become more presentable in coloring, more thorough so they don't cross the line and can combine colors. This is done by children so that they can get gifts.

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APPENDIX



Figure 3. Coloring Activities



Figure 4. Coloring Activities result Group Photo Activities