

THE INFLUENCE OF DRAWING ACTIVITIES ON THE PERFORMANCE OF FINE MOTORIC IN CHILDREN AGED 5-6 YEARS

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Abstract

Children's motor skills can be seen from the child's habit of scribbling and playing with colors. Their hands always move to write, color and draw. Based on the field observation, it is concluded that good motoric skills for children aged 5-6 years are still in the early creative classification. Thus, it is important to provide activities to strengthen the ability of the child's motor system with drawing exercises. The function of the children's drawing activity is to see whether drawing exercises affect the fine motoric performance of children aged 5-6 years. This research was conducted at the Bintang Cendekia Kindergarten in Pekanbaru. The technique used in exploration is a quantitative expressive examination via mathematical information. Given the information obtained from the results of this examination, it is found that the drawing exercises produce significant influence on the performance of the young children between pre-treatment and after-treatment phases. The results obtained from this study are that drawing exercises when carried out with confidence and the subsequent development of a creative and innovative imagination greatly impacts fine motor skills. These results can be seen from similar tests in the combined test sample table which shows alpha tally = 0.000 and alpha test = 0.05, such that alpha tally < alpha test.

Keywords: Early Childhood, Drawing Activities, Fine Motoric Performance

Abstrak

Keterampilan motorik anak dapat dilihat dari kebiasaan anak mencoret-coret, bermain warna, tangan selalu digerakkan untuk menulis, mewarnai, dan menggambar. Berdasarkan pengamatan yang dilakukan di lapangan, peneliti menyimpulkan bahwa kemampuan motorik yang baik untuk anak usia 5-6 tahun masih dalam klasifikasi awal berkreasi. Jadi, penting untuk memberikan peningkatan atau tindakan yang untuk memperkuat kemampuan sistem motorik anak dengan latihan menggambar. Fungsi dari aktivitas anak menggambar adalah untuk melihat apakah latihan menggambar dapat mempengaruhi kinerja motorik halus anak-anak berusia 5-6 tahun. Penelitian ini dilakukan di Taman Kanak-Kanak (TK) Bintang Cendekia Pekanbaru. Teknik yang digunakan dalam eksplorasi dengan menggunakan pemeriksaan ekspresif kuantitatif dengan memanfaatkan informasi matematika. Mengingat informasi yang didapat dari hasil pemeriksaan ini, disadari bahwa terdapat pengaruh yang kritis terhadap performa mesin awet muda antara sebelum perawatan dan setelah perawatan dalam latihan menggambar. Hasil yang didapat dari penelitian ini adalah bahwa ada dampak besar pada kemampuan motorik halus di antara saat latihan menggambar dengan kepercayaan dan berimajinasi yang kreatif dan inovatif. Hasil tersebut terlihat dari pengujian serupa pada tabel gabungan contoh uji yang menunjukkan bahwa alpha tally = 0,000 dan alpha test = 0,05, sehingga alpha tally < alpha test.

Kata kunci: anak usia dini, kegiatan menggambar, kenerja motorik halus,

Introduction

Children's education is now a benchmark for optimal growth and development. Childhood is important because it does not happen again. Educated children will usually attain success in the future. Early childhood education is the

process of stimulating child learning from an early age to the age of six, so that they are more prepared for future education. For this reason, children should optimally get early education services because 80% of children's brain

development is formed during the readiness period¹.

Efforts to educate children focus on laying the foundational aspects of child development. One these is art. Art involves the imagination of a person in creating something new. The most beautiful art children make is to turn their life experiences into real works². The joy of children in art is drawing. Drawing is a fun activity. This is more so when it is accompanied by playing. Drawing allows them to express their emotions and thoughts into a good work. Children like to scribble on smart signs and play with sympathetic colors. Children like to color a sign that they imagine. Parents or teachers should interact with them a lot and guide them.

Drawing according to Desra is divided into two types: first, free drawing according to the child's creative imagination with the tools of the compass, ruler, and others. The result is that children have the characteristics of creative freedom, creative spontaneity, unique, and independent thoughts.³ Second, drawing by using ruler tools (compass, ruler, protractor, screen printing of pictures or letters). The results of this type of drawing are restricted, formal, and non-spontaneous images⁴.

Drawing is the most expressive medium, especially to build up fine motoric abilities in children. This is because kids can draw right away with their hands. Each stroke prepares and trains

their fingers. With the tangible act of drawing, the child thinks and focuses completely on the task at hand.⁵

There are many benefits of drawing activities with expressions of sadness, romance, fun, and others. The goal is to make the children around us happy.⁶ Drawing cannot be separated from art. The task of teachers and parents is to assist children in exploring the fine motor performance system through the media of pictures. Drawing will train their imagination, creative ideas, feelings, and emotional attitudes.⁷ The most important benefit of drawing activities is the development of the child's fine motor performance system, through learning to scribble, connecting images, and writing until the child writes well. Thus, children must learn to draw in their daily life.⁸

Some children still experience boredom because the teacher has not optimally provided learning activities. One of them is the problem of writing. When children do not use their hands for learning, the child's brain performance system is not honed. This requires patience from both those who teach and condition their children to always learn. This condition has an impact on the fine motoric development of children who do not

¹ "Peningkatan Kemampuan Motorik Halus Anak Usia 4-5 Tahun Melalui Media Busy Book | Pangesti | Kumara Cendekia," accessed March 30, 2021, <https://jurnal.uns.ac.id/kumara/article/view/35022>.

² Mariani Gabriela Et Al., "Hubungan Status Gizi Dengan Perkembangan Motorik Halus Pada Anak Usia Prasekolah Di Tk Gmim Solafide Kelurahan Uner Kecamatan Kawangkoan Induk Kabupaten Minahasa," *Jurnal Keperawatan*, vol. 3, February 10, 2015, <https://ejournal.unsrat.ac.id/index.php/jkp/article/view/6744>.

³ Femi dan Harni Raziati Olivia, *Mengoptimalkan Otak Kanan Anak Dengan Creative Drawing* (Jakarta: Gramedia, 2011).

⁴ Işıl Kiran et al., "Montessori Method in Early Childhood Education: A Systematic Review," *Cukurova University Faculty of Education Journal* 50, no. 2 (October 29, 2021): 1154–83, <https://doi.org/10.14812/CUEFD.873573>.

⁵ Riza Mahdalena et al., "Melatih Motorik Halus Anak Autis Melalui Terapi Okupasi," *Jurnal ORTOPEDAGOGIA* 6, no. 1 (July 2020): 1–6.

⁶ Dinda Nur Afifah and Kuswanto Kuswanto, "Membedah Pemikiran Maria Montessori Pada Pendidikan Anak Usia Dini," *Pedagogi: Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini* 6, no. 2 (August 25, 2020): 57–67, <https://doi.org/10.30651/PEDAGOGI.V6I2.4950>.

⁷ Fransisca Anggraeni Suriantoso, Ni Made Ayu Suryaningsih, and Christiani P Endah Program Studi Pendidikan Guru Pendidikan Anak Usia Dini Fakultas Ekonomika dan Humaniora, "Meningkatkan Kemampuan Motorik Halus Melalui Permainan Playdough Pada Anak Kelompok Bermain Di Paud Tegaljaya," *JEPUN: Jurnal Pendidikan Universitas Dhyana Pura* 1, no. 1 (2016), <https://www.jurnal.undhirabali.ac.id/index.php/Jepun/article/view/77>.

⁸ E-Journal Pg-Paud Universitas Pendidikan Ganesha Jurusan and Pendidikan Anak Usia Dini, "Penerapan Metode Pemberian Tugas Untuk Meningkatkan Kreativitas Anak Melalui Kegiatan Menggambar Bebas," *Jurnal Pendidikan Anak Usia Dini Undiksha*, vol. 2, July 18, 2014, <https://doi.org/10.23887/PAUD.V2I1.3520>.

get serious attention. The impact is that the fine motoric skills of these children are less developed compared to their age group.⁹

According to a Cornhill researcher¹⁰ the fine motor performance system is based on kinesthetic integration with the coordination of the eyes and hands. Only then will there be coordination between the hands, thoughts, and visuals. It is not until the three senses have high precision capacity that the child becomes intelligent in learning. The child's movements in drawing activities develops the nervous system and muscle performance.

There are several things that affect the child's fine motor skills. The difficulty of children learning, like not trusting others and feeling insecure when playing with peers, because they are not skilled at using their hands to do tasks that should be done by children their age. The researchers observed children learning by using their fine motor skills in order to reveal the effect of drawing on the fine motor skills of children aged 5-6 years.¹¹

This study is aimed to provide a stimulus for educators to always commit to solving children's problems, especially in regard to their motor skills. This is because fine motor performance is allowing children to communicate and interact with people and objects in order to learn more effectively. The researchers attempt to identify the impact of drawing activities on the fine motor performance of 5-6 years old children.

⁹ Muhammad Abdul Latif et al., "Etno Parenting for Child: Bagaimana Budaya Di Madura?," *Annual Conference on Islamic Early Childhood Education (ACIECE)* 5 (December 1, 2021): 26–31, <https://conference.uin-suka.ac.id/index.php/aciece/article/view/629>.

¹⁰ Z. Lin, Q., Luo, J., Wu, Z., Shen, F., Sun, *Characterization of Fine Motor Development: Dynamic Analysis of Children's Drawing Movements* (Journal of Human Movement Science, 2015).

¹¹ Yesi Novitasari, "Analisis Permasalahan "Perkembangan Kognitif Anak Usia Dini"," *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini* 2, no. 01 (October 31, 2018): 82–90, <https://doi.org/10.31849/PAUDLECTURA.V2I01.2007>.

Methods

In this study, we use quantitative exploration to discover the impact of drawing exercises on children's fine motor execution. The variable designating the motoric capacity of children aged 5-6 years is variable (X) and the variable designating the drawing exercises is variable (Y). The research was done at TK Bintang Cendekia Pekanbaru.

To discover the sample of the populace, we used a soaked sample procedure. The quantity of tests utilized was 10 children aged 5-6 years at Bintang Cendekia Kindergarten Pekanbaru. This investigation uses information examination with theory testing methods using t-test investigation to decide the impact of drawing movement variable (Y) on the fine motor abilities variable (X)¹².

To conduct an analysis of the research data, a prerequisite test was carried out first. Where the prerequisite test performs the normality test, the homogeneity test uses the SPSS-21 statistical data application.

Results and Discussion

Researchers recognize that there is a significant children's fine motor performance change after treatment of drawing activities. To know the effect of drawing on children's fine motor performance we use the t-test method. It was found that is there a significant difference before and after treatment.¹³

Our data analysis uses the t-test statistical technique with the help of SPSS-21. In using the t-test statistical technique, we can test whether there is a difference before and after treatment. In this case, we want to find out the effect of drawing activities on fine motor skills of children

¹² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2016) Sugiyono..

¹³ Rachmi Marsheilla Aguss et al., "ANALISIS DAMPAK WABAH COVID-19 PADA PERKEMBANGAN MOTORIK HALUS ANAK USIA 3-4 TAHUN," *Jurnal Penjaskesrek* 8, no. 1 (May 7, 2021): 46–56, <https://doi.org/10.46244/PENJASKESREK.V8I1.1368>.

aged 5-6 years at Bintang Cendekia Kindergarten, Pekanbaru.¹⁴

Prerequisite Test

To find out whether the data is normally distributed or not, a normality test is carried out. The normality test uses the Kolmogorof method with the help of SPSS-21. The results of the normality test can be seen in Table 1:

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
		Before	After
Normal Parameters ^a	N	10	10
	Mean	11.86	16.1
Most Extreme Differences	Std. Deviation	.407	.5520
	Absolute	.198	.178
	Positive	.198	.167
	Negative	-.136	-.178
Test Statistic		.765	.691
Asymp. Sig. (2-tailed)		.601 ^c	.727 ^{c,d}

The data is normal if the Sig value is greater than 0.05. It is normally distributed if it is less than 0.05. The data is not normally distributed. The Sig value before treatment is 0.601 and the value after treatment is 0.727. This value indicates that if Sig.> 0.05 then Ho is accepted. The data fibers are thus declared to be normally distributed.

To ensure that the data really exists, a homogeneity test is carried out. To determine the homogeneity test, the Chi-square test analysis is used with the help of SPSS-21. If the value in the Sig. Column> 0.05, then Ho is accepted. The homogeneity test can be seen in Table 2:

Table 2. Homogeneity Test Results

	Test Statistics	
	Sebelum	Sesudah
Chi-Square	5.357 ^a	2.500 ^b
Df	6	3
Asymp. Sig.	.499	.475

¹⁴ Mahdalena et al., "Melatih Motorik Halus Anak Autis Melalui Terapi Okupasi."

From the value obtained in the table above, the Asimp Sig value before treatment is 0.499 and after treatment is 0.475. Since the value is greater than 0.05, Ho is accepted. The value of the two components is therefore homogeneous in the categories having the same variation.

The results of the observation data were then analyzed using the help of SPSS-21. The steps taken by the researcher were to analyze the data using the t test (student t test). This is done to answer and test hypotheses in order to see whether gadgets affect early childhood social interactions. The results of data analysis obtained by researchers using the help of SPSS-21 can be seen in Table 3:

Table 3. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before drawing activities	68.38	10	12.359	2.424
	After drawing activities	73.54	10	12.580	2.467

In Table 3 we see that there is a statistical distribution of the two samples and that the value before and after treatment has increased.

Table 4. Paired Samples Test

Table 4. Paired Samples Test									
		Paired Differences						Sig. (2-tailed)	
		95% Confidence Interval of the Difference							
		Mean	Std. Error	Lower	Upper	t	df		
Pair 1	Before	-	4.37	-.857	-	-	25		
	After	5.154	0	6.919	3.38	6.014	.000		

From the Table above, we can see the sig column. (2-tailed) number below is the alpha count. If alpha count <alpha test, this indicates that there is a significant influence between the fine motor skills in early childhood between before and after drawing activities. If alpha count > alpha test, this indicates that there is no significant effect on the fine motor performance in early childhood between before and after drawing activities.

Table 5. Paired Samples Test

		Paired Differences						Sig. (2-tailed)
		95% Confidence Interval of the Difference				t	df	
		Mean	Std. Deviation	Lower Bound	Upper Bound			
Pair		n	n					
1	Before	-	4.37	.857	-	-	25	.000
	After	5.15	0	6.91	3.38	6.0		
		4		9	9	14		

From the table above there is an alpha count = 0.000, and since the test alpha = 0.05, the alpha count <the alpha test. From these data, we find that there is a significant effect on fine motor performance in early childhood between before and after drawing activities. This is because drawing activities have a positive impact on the ability of children’s mental performance.

Discussion

Profile of Bintang Cendekia Kindergarten Pekanbaru

Bintang Cendekia Kindergarten Pekanbaru was founded in 2003 at Jalan Lobak Simp. Wisma PGRI Arengka Panam, Pekanbaru. Currently the principal is Suhaeni, S.Sos. The number of teaching staff at the Bintang Cendekia Kindergarten in Pekanbaru is 30 people including the school principal. The total number of students is 94 students consisting of five classes, namely class KB A and KB B with a total of 20 students, class A totaling 30 people, and classes

B1 and B2 totaling 42 people. Subjects in this study were taken from class B1 and B2 as many as 10 children aged 5-6 years.

Understanding Children Draw

From the results of this study, we need to know the child's understanding of drawing, because drawing activities require their understanding or imagination. Every child like drawing activities. this activity is not only for the development of children's creativity and imagination, but also as a tool for developing their fine motor skills. Free drawing is the activity of making pictures. This activity is done by crossing out, scratching, incising sharp objects on other objects, and giving color, all for the sake of creating an image¹⁵.

Drawing is a habit of early childhood. Drawing activities can be done with full awareness of specific intentions and goals or with complete freedom without premeditation. This activity starts from moving the hand to create an image by accident and can end up with a specific drawing with meaningful intent. Children will usually feel happy after drawing.

Benefits of Drawing for Children

A painting or picture made by a child is an expression of a natural potential from birth. It helps the child to remember hidden personal experiences. Through the pictures that the child makes, he can communicate himself. As stated by Herbert Read (in Mohammad Rohmadi and Slamet Subiantoro, 201 I), "the instinct to practice children's art is something universal, something that grows naturally in children in communicating themselves".¹⁶

¹⁵ Meningkatkan Keterampilan Motorik Halus Anak melalui Mencetak dengan Pelelah Pisang Suriati et al., “Meningkatkan Keterampilan Motorik Halus Anak Melalui Mencetak Dengan Pelelah Pisang,” *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (November 7, 2019): 211–23, <https://doi.org/10.31004/OBSESI.V4I1.299>.

¹⁶ Madison C. Chandler et al., “Self-Regulation Moderates the Relationship between Fine Motor Skills and Writing in Early Childhood,” *Early Childhood Research Quarterly* 57 (October 1, 2021): 239–50, <https://doi.org/10.1016/J.ECRESQ.2021.06.010>.

Through fine motoric drawing activities, children would be able to draw or paint at school age. Drawing is also a science that helps the eye coordinate with the hands. However, all of these benefits will not be maximized if the child draws in a forced and depressed state, because in this case, fine motor skills do not develop properly.

Drawing activities are instinctive activities for children. They do them almost every day to tell stories to others. In general, the functions and benefits of images for children according to Sri Rosdianawati et al. are as follows¹⁷ :

- a) Drawing as a storytelling tool (visual / form language)
- b) Drawing as a medium to express feelings
- c) Drawing as a play tool
- d) Drawing trains memory
- e) Drawing trains reasoning
- f) Drawing as a mechanism to express feelings
- g) Drawing trains balance
- h) Drawing creates enthusiastic abilities
- i) Drawing trains kids' imagination
- j) Drawing trains the youngster's fine engine abilities

Characteristics of Drawing Children Ages 5 - 6 Years

At first, children find it difficult to distinguish similar forms. The ability to differentiate does not appear to develop until the age of four. A test conducted on children aged four years shows that they can distinguish eight to ten shapes such as a parallelogram, triangle, trapezoid, irregular rectangle, and others. A four-year-old child can distinguish the shapes but cannot remember the shapes themselves. At the age of five years, children begin to be able to distinguish more difficult forms, and at the age of 6-7 years, mastery of drawing activities develops, their observations begin to be systematic and have a better sense of the relationship of forms,

¹⁷ Atsushi Asakawa and Shinichiro Sugimura, "Mediating Process between Fine Motor Skills, Finger Gnosis, and Calculation Abilities in Preschool Children," *Acta Psychologica* 231 (November 1, 2022): 103771, <https://doi.org/10.1016/J.ACTPSY.2022.103771>.

excessive imagery begins reduced. They observe the shape of the whole and the details separately and can only observe the parts that are more prominent.

Growing Interest in Drawing

Parents should provide pencil-drawing tools, colored pencils, crayons, and other media in a place where children can see and reach. These tools should always be available and attractive to children¹⁸.

The parent's job is to also be role models who offer fun drawing activities, for example, when traveling, parents can draw sand with a tree branch or draw with stones on the road. Usually, children will be amazed when they see the variety of images that can be created through various media.

Parents are a model communication who can express ideas through pictures. They can tell the events that children experience through these pictures. From here, children can learn to manage their environment in a fun way and develop the motor skills¹⁹.

Fine Motor Identification

Fine motor skills are the actions of children using their small muscles, such as the muscles in their hands and fingers, to control objects of various shapes and sizes. Children use fine motor skills, for example by holding small objects between their fingers and thumbs, or they can use their mouths to taste foods.²⁰

At birth, the child's brain is not developed enough to control hand and finger movements. This development takes place over time. In

¹⁸ Jurusan and Dini, "PENERAPAN METODE PEMBERIAN TUGAS UNTUK MENINGKATKAN KREATIVITAS ANAK MELALUI KEGIATAN MENGGAMBAR BEBAS."

¹⁹ Roosie Setiawan Sofie Dewayani, *Saatnya Ber cerita Mengenal Literasi Sejak Dini* (Yogyakarta: PT Kanisius, 2018), 20–21.

²⁰ Eva Michel and Sabine Molitor, "Fine Motor Skill Automatization and Working Memory in Children with and without Potential Fine Motor Impairments: An Explorative Study," *Human Movement Science* 84 (August 1, 2022): 102968, <https://doi.org/10.1016/J.HUMOV.2022.102968>.

general, development starts from the head, and then gradually progresses to other muscle parts in the body. This means that the child gains control over the face, mouth, lips, and tongue first, followed by the rest of the body's muscles over time²¹.

Fine motor development usually begins to develop as the child's body becomes more stable when moving and as cognitive and social development develops. These things are an important part of a child's motor development because he needs to learn to use his hands properly to control objects and gain independence such as when eating and dressing.

Fine Motor Development

Children's motor development is the development of elements of maturity and control of body movements.²² The process of developing children's gross motor skills develops first before fine motor skills. It is evident that children can already use the leg muscles to walk before they are able to control their hands and fingers to draw or cut. Fine motor skills begin to develop after starting with very simple activities, such as holding a pencil, holding a spoon, and stirring. Fine motor skills take longer to achieve than gross motor skills, because fine motor skills require more difficult abilities, such as concentration, control, caution, and body muscle coordination with one another. Along with the increasing age of students in kindergarten, the intelligence of these students in fine motor skills progresses more rapidly.²³

²¹ Alinini Suryani, "Peningkatan Motorik Halus Anak Melalui Mengisi Pola," *Jurnal Ilmiah Pesona PAUD*, vol. 1, September 2, 2012, <https://doi.org/10.24036/1676>.

²² Rohyana Fitriani and Rabihatun Adawiyah, "Perkembangan Fisik Motorik Anak Usia Dini," *Jurnal Golden Age* 2, no. 01 (July 1, 2018): 25–34, <https://doi.org/10.29408/GOLDENAGE.V2I01.742>.

²³ Rohan M. Telford, Lisa S. Olive, and Richard D. Telford, "The Effect of a 6-Month Physical Literacy Intervention on Preschool Children's Gross and Fine Motor Skill: The Active Early Learning Randomised Controlled Trial," *Journal of Science and Medicine in Sport* 25, no. 8 (August 1, 2022): 655–60, <https://doi.org/10.1016/J.JSAMS.2022.04.009>.

Motor development means, "the development of the control of bodily movements through the coordinated activity of the nervous centers, nerves and organs". For the development of fine motor skills, finger movements are a provision for folding, painting, cutting, crocheting, drawing.²⁴ Developing motor skills for children aged 5-6 years can be done by learning while playing; however, it must be directed. In drawing activities, it is very helpful for developing children's fine motor skills to become more stable in carrying out daily activities.²⁵

Characteristics of Fine Motor Development

The most important fine motor skill is the ability to hold a pencil properly. The writing ability of students in kindergarten starts from how to hold a pencil then using them to scribble and draw.²⁶

The way they hold a pencil then develops even better, using specifically the thumb and forefinger. This means that the children's fine motor skills are getting better. This can be seen from the results of research showing that children who do drawing activities with fine motor skills grow up optimally.²⁷

²⁴ Sumurgenuk Kecamatan et al., "PENGARUH FINGER PAINTING TERHADAP PERKEMBANGAN MOTORIK HALUS ANAK USIA PRASEKOLAH DI TK SARTIKA I SUMURGENUK KECAMATAN BABAT LAMONGAN," *Journal of Health Sciences* 10, no. 1 (August 18, 2017), <https://doi.org/10.33086/JHS.V10I1.144>.

²⁵ Luluk Musthofiyah, Sopiah Sopiah, and Hendri Hermawan Adinugraha, "The Implementation of Distance Learning on Early Childhood Education During New Normal Era of Covid-19," *Jurnal Educative: Journal of Educational Studies* 6, no. 1 (August 14, 2021): 32–47, <https://doi.org/10.30983/EDUCATIVE.V6I1.4112>.

²⁶ Novitasari, "Analisis Permasalahan "Perkembangan Kognitif Anak Usia Dini"."

²⁷ Dwi Aryani et al., "Pengaruh Terapi Bermain Mewarnai Gambar Terhadap Kecemasan Hospitaslisasi Pada Anak Prasekolah," *Jurnal Akademika Baiturrahim Jambi* 10, no. 1 (March 6, 2021): 101–8, <https://doi.org/10.36565/JAB.V10I1.289>.

Conclusion

We can conclude that children's drawing activities influence the development of fine motor performance abilities of children aged 5-6 years at Bintang Cendekia Kindergarten Pekanbaru. This can be seen from differences before and after treatment.

The ability of children's fine motor performance at Bintang Cendekia Kindergarten Pekanbaru before being given drawing activities was relatively low because it was included in the criteria of starting to develop (MB). After being given the treatment, the performance increased or was classified as high, and thus it was included in the very well-developed criteria (BSB).

This study has shown that drawing activities produces a significant effect on the fine motor performance abilities of children aged 5-6 years at Bintang Cendekia Kindergarten Pekanbaru. This is in accordance with the difference in the results of children's fine motor performance before and after treatment, whereby the drawing activity had an effect of 61, 07%, which is in the medium category.

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