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**IMPLEMENTATION OF COLORING ACTIVITIES IN DEVELOPING
FINE MOTOR SKILLS OF CHILDREN AGED 4–5 YEARS AT AL-
HALIMI MASHABIHUL AMALI ISLAMIC KINDERGARTEN,
CENTRAL LOMBOK**

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ABSTRACT

This study aims to analyze the implementation of coloring activities in developing the fine motor skills of children aged 4-5 years and to identify the supporting and inhibiting factors at TK Islam Al-Halimi Mashabihul Amali, Central Lombok. This study employed a descriptive qualitative approach. Data were collected through non-participant observation, semi-structured interviews with teachers and Class A students, and documentation. The data were analyzed descriptively through data collection, reduction, and presentation. The findings indicate that coloring activities were implemented systematically through three main stages: planning, implementation, and evaluation. The planning stage involved preparing learning plans and coloring media. The implementation stage consisted of finger exercises, guidance on proper crayon grip, visual-motor coordination through line and edge control, freedom in color selection, and positive reinforcement. Evaluation was conducted through daily authentic assessment using four developmental criteria: Not Yet Appearing, Beginning to Appear, Developing as Expected, and Developing Very Well. Supporting factors included adequate coloring materials, a safe learning environment, active teacher guidance, and appropriate learning strategies. Inhibiting factors included children's hesitation in choosing colors, limited color variation, differences in independence, and the need for individual teacher assistance. Overall, coloring activities provided a structured learning experience that supported children's fine motor development.



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INTRODUCTION

Early childhood education is an educational stage that plays an important role in laying the foundation for children's overall development. During this period, children undergo rapid development and therefore need stimulation that suits their characteristics, needs, and developmental stages. Child development covers various aspects, including physical-motor, cognitive, language, social-emotional, and artistic development. One part of physical-motor development that needs attention is fine motor skills. Fine motor skills are related to the ability to control the movements of small muscles, especially those of the fingers and hands, which requires coordination, precision, flexibility, and movement control. Children need these skills in various learning activities, such as holding writing tools, drawing, coloring, cutting, pasting, and carrying out other manipulative activities. The development of fine motor skills in early childhood therefore requires stimulation that is planned and appropriate to the characteristics of children's development (Marhaeni et al., 2022; Muzaqi et al., 2023; Pratiwi & Yeni, 2023).

Fine motor skills are related not only to the ability to move the fingers and hands but also involve eye-hand coordination, movement control, and the child's ability to use tools appropriately. This coordination develops through experience and practice given repeatedly in learning activities. Activities that directly involve finger and hand movements give children the opportunity to practice precision and movement control. Basa et al. (2020) showed that art activities such as finger painting can stimulate the development of children's motor skills because children use their fingers directly to produce a work. This finding shows that art activities can be a learning context that provides motor experiences for children. Meanwhile, Muzaqi et al. (2023) showed that fine art activities can be used to develop the fine motor skills of children aged 4-5 years because they involve hand and finger movements as well as eye-hand coordination.

Fine motor stimulation needs to be provided through activities that suit the characteristics of early childhood. Children at this stage tend to learn through direct experience, play, exploration, and activities that allow them to use various tools and materials. Therefore, learning activities that involve art can be an alternative for fine motor stimulation. Pratiwi & Yeni (2023), through their research on *Art Project Practice*, showed that assembling and coloring activities can be used to develop children's fine motor skills. These activities give children the opportunity to use their hands and fingers in the process of producing a work, so that art activities are oriented not only toward the result but also provide movement experiences for children.

One art activity that is simple and close to children's experience is coloring. Coloring gives children the opportunity to hold a crayon or other coloring tool, move their hands, adjust pressure, control the direction of movement, and coordinate hand movements with vision. In this process, children repeatedly use the small muscles of their fingers and hands. Coloring also requires children to control their movements so that color can be applied within the available area of the picture. Marhaeni et al. (2022) examined fine motor stimulation through picture-coloring

activities in early childhood and showed that the activity can be used to train children's ability to hold writing tools and to stimulate fine motor skills.

Research on the implementation of coloring activities was also conducted by Jumiya et al. (2023). That study used a descriptive qualitative approach with observation, interviews, and documentation as data collection techniques. The results showed that coloring activities can be used as an enjoyable activity for developing children's fine motor skills. The implementation process was carried out through the preparation of learning materials, an explanation of the activity, the execution of the activity, and the presence of environmental factors and stimulation that support fine motor development. That study is relevant to the present study because both look at coloring activities in terms of the implementation process, not only the final result of the activity.

The study by Marhaeni et al. (2022) used a quantitative approach with a one-group pretest-posttest design and involved Group B children. The results showed a development in fine motor skills after the children took part in coloring activities. This finding shows that coloring activities can provide experiences that train children's strength in holding writing tools and in using their hands in a directed way. Meanwhile, Rahma & Rizki (2022) examined the development of fine motor skills through picture media in coloring activities. That study used classroom action research with observation and documentation techniques and showed that coloring activities can be used as one of the activities for developing children's fine motor skills.

Research on coloring activities has also been conducted using a qualitative approach. Janah (2023) examined the development of children's fine motor skills through coloring activities using a descriptive qualitative approach. Data were obtained through interviews, observation, and documentation. The results showed a development in children's ability to use their fingers and to apply color in a more directed way, so that color could be applied more consistently within the picture area. This finding shows that coloring activities can be a learning experience that trains children's finger use and eye-hand coordination.

Harianja et al. (2023) also examined efforts to improve fine motor skills through coloring activities in kindergarten. That study showed that coloring activities can be used as part of the learning process to develop children's fine motor skills. The development took place through activities carried out gradually, so that children had the opportunity to practice their motor skills. This finding reinforces the results of previous research that coloring activities are related to the stimulation of children's fine motor skills.

In addition, Wahyuni & Kamtini (2023) examined the effect of coloring activities on the fine motor skills of children aged 5-6 years using an experimental design. The results showed an effect of coloring activities on children's fine motor development. That study provides evidence from a quantitative approach that coloring activities can be used as a learning activity related to the development of fine motor skills. Although the research subjects differ in age from those of the

present study, the results remain relevant in showing the relationship between coloring activities and the use of small muscles and the coordination of children's movements.

The study by Kristi & Putri (2024) is more closely related to the present study because it specifically discusses the development of fine motor skills through coloring activities in early childhood. That study used a descriptive qualitative approach and viewed coloring as an activity that can develop children's motor coordination. The results showed that coloring activities can be used to train children's motor skills through movements that require care and coordination.

Besides coloring activities with conventional media, variations in media have also been used in several studies. Research on coloring activities with various media shows that the use of different media can give children more diverse learning experiences. Tarsono & Abiha (2023), for example, examined coloring activities using various media to improve children's fine motor and aesthetic abilities. That study showed a development in children's ability to color pictures, combine colors, complete activities independently, and produce work more neatly. It shows that the choice of media can be one of the aspects that needs attention in the implementation of coloring activities.

Mujiwati et al. (2023) also developed coloring activities using the *usap abur* technique as an activity to develop children's fine motor skills. The use of a different technique shows that coloring activities can be developed according to the needs and characteristics of children. This variation gives children the opportunity to perform hand movements in different ways and to gain more diverse motor experiences. Thus, coloring activities need not be limited to the use of crayons or colored pencils but can be developed through various techniques and media according to the learning objectives.

Other art activities are also related to the development of fine motor skills. Rohmah & Tasuah (2024) examined the development of fine motor skills through finger painting activities in children aged 4-5 years using a qualitative approach. Data were obtained through observation, interviews, and documentation. The results showed that art activities involving direct hand movements can be part of the process of developing children's fine motor skills. This activity is relevant as a comparison with coloring activities because both give children the opportunity to use their hands and fingers in producing a work.

The study by Sinta and Kustiawan also shows the importance of art activities in the development of children's fine motor skills. That study used a descriptive qualitative approach with observation, interview, and documentation techniques to describe the implementation of art activities in children aged 4-6 years. The results showed that some children still had difficulty holding writing tools, controlling hand movements, and completing drawing and coloring activities according to their developmental stage. This finding shows that the implementation of art activities requires teacher guidance and strategies adapted to the condition of each child.

These studies show that coloring and art activities have been widely used to stimulate children's fine motor skills. However, there are differences in focus and approach among the previous studies. Some used an experimental approach to examine the effect of coloring activities on fine motor skills (Wahyuni & Kamtini, 2023), some used classroom action research to examine improvements in children's abilities (Harianja et al., 2023; Rahma & Rizki, 2022), while others used a qualitative approach to describe the implementation of the activity (Jumiyati et al., 2023; Janah, 2023; Kristi & Putri, 2024). These differences in approach show that the study of coloring activities can be developed further by examining the implementation process contextually in everyday learning.

A study of the implementation process is important because coloring activities are related not only to the final picture produced by the child. Implementation also includes how the teacher plans the learning, prepares the media, gives explanations, demonstrates the use of tools, guides children during the activity, gives children the opportunity to try independently, and evaluates children's development. Jumiyati et al. (2023) showed that the implementation of coloring activities involves the stages of material preparation, explanation of the activity, and execution of the activity, while the study by Sinta & Kustiawan (2026) showed that children's ability to hold tools and control movements can vary, so that teacher guidance is needed.

Differences in each child's abilities are one of the things that need attention in implementing coloring activities. Some children are able to hold coloring tools and control their movements independently, but others still need help. Children may also differ in choosing colors, following picture boundaries, adjusting hand pressure, and completing the activity. Therefore, teachers need to provide stimulation gradually and adjust the form of guidance to the needs of the child. The use of appropriate art activities can give children the opportunity to practice repeatedly while also developing independence in completing activities (Pratiwi & Yeni, 2023; Rohmah & Tasuah, 2024).

In the context of this study, coloring activities were carried out as part of the learning process at Al-Halimi Mashabihul Amali Islamic Kindergarten, Central Lombok. Based on the research results in the thesis, the implementation of coloring activities was carried out through three main stages, namely planning, implementation, and evaluation. In the planning stage, the teacher prepared the learning plan as well as the necessary tools and materials. The implementation stage included finger preparation and stimulation, guidance in the use of coloring tools, practice in controlling lines and picture areas, giving children the opportunity to choose colors, and giving positive reinforcement. Furthermore, evaluation was carried out to observe children's development based on the process and results of the activity.

This implementation shows that coloring activities are positioned not only as an activity to produce a colored picture but as a learning activity that stimulates fine motor skills through the use of fingers, hands, eye-hand coordination, and movement control. Children have the

opportunity to try using coloring tools, control their movements according to the picture area, choose colors, and complete the activity according to their respective ability levels. Thus, the learning process becomes an important part to consider when coloring activities are used as stimulation for fine motor development.

Besides the implementation process, this study also considered the supporting and inhibiting factors of coloring activities. The availability of tools and materials, a safe learning environment, the role of the teacher as a guide, and learning strategies are some of the conditions that support the implementation of the activity. On the other hand, differences in children's ability levels and independence, hesitation in choosing colors, limited use of tools, and the need for individual guidance can become obstacles in the learning process. These factors show that the success of implementing coloring activities depends not only on the type of activity given but also on the interaction among children, teachers, media, and the learning environment.

Based on the description of previous research, there is still a relevant area of study to be explored in greater depth, particularly regarding the comprehensive implementation of coloring activities in the context of learning for children aged 4–5 years. This study does not focus on statistically testing the effect of coloring activities, nor is it directed only at measuring improvement in abilities through action cycles. This study focuses on how coloring activities are planned, implemented, and evaluated, and on how supporting and inhibiting factors emerge during the learning process. This focus is expected to provide a more contextual picture of the implementation of coloring activities as a form of stimulation for children's fine motor development.

Based on these problems, this study was conducted at Al-Halimi Mashabihul Amali Islamic Kindergarten, Central Lombok, with the aim of analyzing the implementation of coloring activities in developing the fine motor skills of children aged 4-5 years and identifying the factors that support and inhibit the implementation of the activity.

METHOD

This study used a qualitative approach with a descriptive type of research. This approach was chosen because the study was directed at obtaining an in-depth description of the implementation of coloring activities in developing the fine motor skills of children aged 4-5 years, as well as the factors that support and inhibit its implementation. Qualitative research is used to understand phenomena based on natural conditions in the field, with the researcher as the main instrument in the process of data collection and interpretation (Rosyadi, 2023). In this study, the researcher was present directly to observe the coloring activities, conduct interviews, collect documentation, and analyze the data obtained during the research.

The research was conducted at Al-Halimi Mashabihul Amali Islamic Kindergarten, Central Lombok. This location was chosen because it matched the focus of the research, namely the

implementation of coloring activities in developing the fine motor skills of children aged 4-5 years. The research subjects were the educators and the Class A students, while supporting data sources came from the principal, school documents, books, journals, and documentation related to the implementation of the activity. Primary data were obtained directly from the educators and Class A students as the parties involved in the activity, while secondary data were used to complement the information obtained from the main sources.

Data were collected through observation, interviews, and documentation. The observation used was non-participant observation, in which the researcher directly observed the learning process without being involved as an implementer of the activity. The observation focused on the implementation of the coloring activities, children's responses and involvement, the development of fine motor skills visible during the activity, and the supporting and inhibiting factors that emerged in the learning environment.

Interviews were conducted in a semi-structured manner using an interview guide as a reference, while still giving informants room to explain their experiences and information more openly. Interviews were used to obtain more in-depth information about the planning, implementation, and evaluation of the coloring activities as well as the factors that support and inhibit the development of children's fine motor skills. Information was obtained from the school, especially the teachers and the principal, and was complemented with information from students as required by the research. In practice, the interviews were conducted face to face with the informants to obtain in-depth information relevant to the research focus (Sidiq & Choiri, 2019).

Documentation was used as supporting data to complement the results of observation and interviews. The documentation collected took the form of photographs and videos related to the implementation of the coloring activities, as well as documents relevant to the learning process. The use of documentation was intended to provide visual evidence and supporting information about the activities of teachers and children during the activity.

Data analysis was carried out in stages from the time data collection began. The analysis stages included data collection, data reduction, data presentation, and conclusion drawing. In the data collection stage, the researcher gathered information through observation, interviews, and documentation focused on the implementation of coloring activities and the development of children's fine motor skills. Next, the data were reduced by selecting, summarizing, and focusing on information relevant to the research focus. The reduced data were then presented in the form of a narrative description so that the relationships among findings could be understood more clearly. The last stage was drawing conclusions based on the patterns and findings obtained during the research process (Wekke et al., 2019; Rijali, 2018).

Data validity was established through source triangulation and technique triangulation. Source triangulation was carried out by comparing information obtained from various sources, such as teachers, the principal, and students, while technique triangulation was carried out by

comparing data obtained through observation, interviews, and documentation. Both techniques were used to check the consistency of the information and to increase confidence in the research data.

RESULTS AND DISCUSSION

RESULTS

Based on the results of observation, interviews, and documentation conducted at Al-Halimi Mashabihul Amali Islamic Kindergarten, Central Lombok, the implementation of coloring activities in developing the fine motor skills of children aged 4-5 years was carried out in a planned way through three stages, namely planning, implementation, and evaluation. The research data show that coloring activities were not carried out spontaneously but were prepared by the teacher based on the learning objectives and the abilities to be developed in the children.

Planning Stage

In the planning stage, the teacher prepared the learning activity by determining the objectives, adjusting the activity to the learning theme, preparing the learning plan, and providing the necessary tools and materials. The media used in the coloring activities included picture sheets, crayons, and colored pencils. The teacher also considered the children's ability to use coloring tools so that the activity could be carried out gradually.

This planning was directed at providing stimulation for several fine motor skills, especially the ability to hold coloring tools, move the fingers and hands, control movements, and complete the activity independently. Thus, the coloring activity was designed not only based on the picture to be produced but also on the process the children went through during the activity.

Implementation Stage

The implementation stage of the coloring activity began with an activity to prepare the children's focus and hand readiness. The teacher invited the children to pray and sing, and then performed opening and closing movements of the fingers. After that, the teacher introduced the picture and the coloring tools to be used. The observation results showed that the children appeared enthusiastic when choosing and holding crayons after the picture sheets were distributed. Most of the children were also able to pay attention to the picture and follow the activity calmly.

Next, the teacher demonstrated how to hold a crayon. The children were directed to use three fingers in holding the coloring tool. If there were children who still gripped the tool fully or were not yet able to maintain a good finger position, the teacher gave help slowly until the hand position was more appropriate. The teacher also found several children whose fingers were still stiff or who tired quickly when the activity was carried out for a fairly long time. This condition was handled by giving exercises gradually and by not forcing children to finish the task quickly.

During the coloring process, the teacher directed the children to control their movements so that the color did not go too far outside the picture boundaries. The children were instructed to color slowly, especially at the edges of the picture, and then continue toward the middle. This strategy was used to help children control their hand movements and keep the color within the picture area.

Besides directing the coloring technique, the teacher gave children the freedom to choose and combine colors. The children were not required to use the same colors as the teacher's example. Based on the interviews and observation, the children used several colors according to their own choices. One child said that he used several colors such as red, yellow, and green because he wanted to make the picture look like a rainbow.

The teacher also provided guidance throughout the activity. The teacher observed how the children held the tools, gave direct examples, helped when children had technical difficulties, and gave reinforcement during the activity. The children responded well to this guidance and were willing to ask for help when they had difficulties. The observation results showed that the guidance was carried out by walking around and giving attention to the children according to their needs.

The learning strategies used by the teacher during the activity were also varied. The teacher combined storytelling, demonstration, question and answer, and direct practice. Before the coloring activity began, the teacher introduced the picture object through a short story. After that, the teacher demonstrated how to hold a crayon and how to color, and then gave the children the opportunity to practice it directly.

Evaluation Stage

Evaluation was carried out after the coloring activity took place. The teacher observed the process and results of the children's activity to determine the development of their fine motor skills. The aspects observed included the children's ability to hold coloring tools, control hand movements, apply color within the picture area, use several colors, complete the activity, and show independence during the learning process.

The assessment of children's development used developmental categories consisting of Not Yet Appearing (BM), Beginning to Appear (MM), Developing as Expected (BSH), and Developing Very Well (BSB). This evaluation was used by the teacher to determine the development of each child and to decide the form of guidance needed in the next activity. The research data show that the assessment was carried out as part of the evaluation of children's development in the coloring activities.

Development of Children's Fine Motor Skills

The research results show that coloring activities gave children direct experience in using the small muscles of their fingers and hands. The abilities visible during the activity included

holding a crayon, moving the hand to apply color, controlling movements so as not to go too far outside the lines, using several colors, and completing the activity independently.

In terms of grip, some children were already able to use the three-finger position when holding a crayon, while some children still needed the teacher's direction and help. In terms of movement control, the children began to be able to make slower and more directed movements, especially when coloring the edges or the smaller parts of the picture.

In terms of independence, some children were able to complete the activity without continuous help from the teacher. However, there were still some children who needed guidance when holding the tool or completing the task. The school directed the teachers to give children the opportunity to try on their own first and to give help only when truly necessary.

Supporting Factors

Several factors that supported the implementation of coloring activities were found during the research. These factors included the availability of tools and materials, a supportive learning environment, structured learning planning, varied learning strategies, and active teacher guidance. The teacher actively walked around during the activity to observe and help the children. If there were children who had not received optimal guidance, the teacher gave individual attention until the child could follow the activity well.

Inhibiting Factors

The research also found several inhibiting factors. Some children still needed help in holding coloring tools and completing tasks. In addition, there were children whose fingers were still stiff and who tired quickly when coloring for a fairly long time. However, based on the interview data with the children, reluctance to take part in the coloring activity was not a dominant problem. The child who was interviewed stated that he liked coloring and felt happy when taking part in the activity. The child also used several colors in one picture, not just one color.

Thus, the obstacles that were more visible in this study were related to differences in children's motor abilities and levels of independence, especially in the use of tools, movement control, and the need for teacher guidance.

DISCUSSION

The research results show that coloring activities at Al-Halimi Mashabihul Amali Islamic Kindergarten were carried out through a structured process, from planning and implementation to evaluation. This finding shows that coloring activities can be placed as part of a learning strategy to stimulate fine motor skills, rather than merely an activity to produce children's art.

In the planning stage, the teacher determined the objectives of the activity, prepared the media, and adjusted the activity to the children's abilities. This kind of planning is important because fine motor activities require activities that suit the child's developmental stage. Children

aged 4-5 years are still in the process of maturing in movement coordination, so activities need to be given gradually and should not demand uniformity of ability. The findings of this study are in line with Jumiya et al. (2023), who showed that coloring activities in early childhood need to be carried out through activity preparation, provision of tools and materials, execution of the activity, and evaluation of children's development.

In the implementation stage, the activity began with opening and closing movements of the fingers. This activity gave children the opportunity to prepare their hands before doing an activity that requires movement control. After that, the teacher demonstrated how to hold a crayon and how to color. This learning pattern shows that children were not immediately given a task but first received an example before practicing.

These findings show the importance of demonstration in fine motor learning. Early childhood children more easily understand an activity when they receive a concrete example and the opportunity to imitate it. This was also seen in the study by Pratiwi & Yeni (2023), which showed that art activities involving direct practice can give children experience in using their hands and fingers to produce a work. Thus, coloring activities can be a learning vehicle that combines visual experience, teacher instruction, and motor practice simultaneously.

The ability to hold coloring tools was one of the important findings in this study. The teacher demonstrated the use of three fingers when holding a crayon and gave help to children who still gripped the tool fully. Some children were also found to have fingers that were still stiff or tired easily. This condition shows that the development of fine motor skills does not proceed at the same level in every child. Therefore, stimulation needs to be given gradually according to each child's individual ability.

This finding reinforces the results of Marhaeni et al. (2022), which showed that coloring activities can be used as stimulation of children's fine motor skills. In coloring activities, children repeatedly use their fingers and hands to hold and move the coloring tool. This activity gives children the opportunity to practice movement control and hand coordination.

Line control was also an important part of the activity. The teacher directed the children to begin coloring from the edges toward the middle of the picture and reminded them to move slowly. This activity requires children to coordinate what they see with the hand movements they make. In other words, coloring activities provide experience related to visual-motor coordination.

This finding is in line with the study by Janah (2023), which showed that coloring activities give children experience in using their fingers and directing hand movements when applying color to the picture area. The study by Kristi & Putri (2024) also showed that coloring activities can be used to develop fine motor skills through activities that require care and coordination.

An interesting point of this study is the freedom given to children to determine colors. The teacher did not impose uniformity of work but gave children the opportunity to choose and combine colors according to their wishes. The interview results even showed that the child used

several colors because he wanted to produce a picture that he found attractive. This condition shows that coloring activities not only provide motor stimulation but also give children room to express their choices and creativity.

This finding can be linked to the study by Tarsono & Abiha (2023), which showed that coloring activities with various media can give children the opportunity to develop their ability to choose and combine colors while training fine motor skills. Thus, the freedom to choose colors in this study can be seen as part of a learning process that gives children room to explore.

The role of the teacher was one of the most prominent aspects in the success of the activity. The teacher acted not only as a giver of instructions but also as a demonstrator, facilitator, observer, and guide. The teacher walked around during the activity, paid attention to the children's hand positions, gave help when needed, and gave reinforcement so that children kept completing the activity.

Guidance like this is important because children's ability to use coloring tools is not the same. Some children can immediately follow the teacher's example, while others still need help. The study by Jumiyati et al. (2023) also showed the importance of the teacher's role in giving direction and guidance during coloring activities. Meanwhile, the study by Rohmah & Tasuah (2024) on finger painting showed that art activities involving direct use of the hands need guidance so that children can obtain motor experiences optimally.

The use of varied learning strategies was also an important finding. The teacher combined stories, demonstrations, question and answer, and direct practice. Introducing the picture through a story before the activity made children more interested in paying attention to the object to be colored. After that, the demonstration gave a concrete picture of how to do the activity. This combination made the activity not merely one-way instruction but provided a more active learning experience.

This is in accordance with the characteristics of early childhood learning, which requires direct experience and interesting activities. Pratiwi & Yeni (2023) showed that practice-based art activities can provide learning experiences that directly involve children's motor skills. Thus, the variety of strategies found in this study was one of the conditions that supported children's involvement during the activity.

In terms of evaluation, the teacher did not only pay attention to the final picture but also observed the children's process when holding tools, moving their hands, controlling color, using several colors, and completing the task. Assessment with the BM, MM, BSH, and BSB categories provided a picture of each child's development. This is important because fine motor skills develop gradually, so the result of a work cannot be the only basis for assessing children's development.

These findings show that coloring activities can provide information about children's development more broadly. Teachers can observe children's abilities from how they hold tools,

the stability of their movements, and their care when coloring certain parts, up to their level of independence. Thus, coloring activities can function both as a learning activity and as a context for observing children's development.

In terms of supporting factors, the availability of media, a supportive learning environment, structured planning, varied learning strategies, and teacher guidance were conditions that helped the implementation of the activity. These findings are in line with the study by Wahyuni & Kamtini (2023), which found a relationship between coloring activities and the development of fine motor skills in children aged 5-6 years. Although the age characteristics and research design differ, these findings provide support that coloring activities can be used as one form of activity to stimulate fine motor skills.

Meanwhile, the inhibiting factors in this study were mostly related to differences in children's individual abilities. Some children still had difficulty maintaining their grip position, experienced finger fatigue, or needed help when completing tasks. This finding is important because it shows that the same activity does not always produce the same response in every child. Teachers need to adjust the intensity of help to the needs of each child.

Interestingly, the research results did not show that choosing a single color was a dominant obstacle. The child who was interviewed in fact used several colors and was able to explain the reasons for his choices. This shows a difference between obstacles that could theoretically arise and the actual conditions in the field. Therefore, the results of this study affirm the importance of understanding the classroom context directly rather than assuming that all developmental obstacles will appear in the same form.

Overall, the research results show that the implementation of coloring activities at Al-Halimi Mashabihul Amali Islamic Kindergarten took place through the relationship among learning planning, children's readiness, the use of media, teacher strategies, direct practice, guidance, and evaluation. Coloring activities gave children the opportunity to practice using their fingers and hands, controlling movements, coordinating vision with hand movements, using various colors, and completing tasks gradually. These findings reinforce previous research showing that coloring and other art activities can be used as a form of stimulation for children's fine motor development (Marhaeni et al., 2022; Jumiya et al., 2023; Janah, 2023; Pratiwi & Yeni, 2023; Kristi & Putri, 2024).

Thus, the contribution of this study lies not in measuring the magnitude of the statistical improvement in fine motor skills but in describing how coloring activities are actually implemented in the learning of children aged 4-5 years. This study shows that coloring activities can become more meaningful when they are designed with clear developmental goals, use appropriate media, give children the opportunity to explore, and are accompanied by teacher guidance that is responsive to the differences in each child's abilities.

CONCLUSION

Based on the results of the research on the implementation of coloring activities in developing the fine motor skills of children aged 4-5 years at Al-Halimi Mashabihul Amali Islamic Kindergarten, Central Lombok, it can be concluded that coloring activities were carried out in a planned way through the stages of planning, implementation, and evaluation. In the implementation stage, the activity was carried out through initial stimulation in the form of finger movements, demonstrating how to hold a crayon, practice in controlling movements while coloring, giving children the opportunity to choose colors, and teacher guidance according to the needs of each child.

Coloring activities gave children the opportunity to practice holding tools, moving their fingers and hands, controlling movements so that color was more directed, coordinating vision with hand movements, and completing the activity gradually. The research results also show that children's development is not the same. Some children were already able to carry out the activity independently, while some children still needed help, especially in holding the crayon, controlling movements, and determining colors.

The implementation of the activity was supported by the availability of tools and materials, a supportive learning environment, varied learning strategies, and teacher guidance. The obstacles found were mainly related to differences in children's abilities and levels of independence. The teacher overcame them by giving examples, opportunities to try independently, motivation, and help according to need. Thus, coloring activities can be used as a learning activity that stimulates the development of fine motor skills in children aged 4-5 years when carried out in a planned way, using appropriate media, and accompanied by guidance that is responsive to children's needs.

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