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The Influence of Stencil Print Technique on the Fine Arts Skills of Group B Children at RA Darul Ikhlas, Lubuk Pakam District

Pengaruh Teknik Stencil Print terhadap Keterampilan Seni Rupa Anak Kelompok B di RA Darul Ikhlas Kecamatan Lubuk Pakam

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Abstract
The problems in this study were the low level of fine art skills among group B children at RA Darul Ikhlas and the fact that the stencil print technique had not yet been implemented in learning. This study aimed to determine the effect of the stencil print technique on the fine art skills of young children. The study employed a quantitative approach using a pre-experimental one-group pretest-posttest design. The research subjects consisted of 15 children from group B3 at RA Darul Ikhlas. The instrument used was an observation sheet with indicators including creating artwork based on creativity, mixing colors, and appreciating the finished artwork. Data analysis techniques used the Shapiro-Wilk normality test and the paired sample t-test. The findings showed: (1) the average pretest score (20.00) increased to 50.27 in the posttest;and (2) the results of the paired sample t-test obtained a calculated t-value of -34.152 with a significance of 0.000 ($p < 0.05$), which means that the stencil print technique has a significant effect on improving children's fine art skills. It is recommended that early childhood education teachers apply the stencil print technique as a learning innovation to develop young children's fine art skills.
Keywords: early childhood; fine art skills; pre-experimental; stencil print

Abstrak
Permasalahan dalam penelitian ini adalah rendahnya keterampilan seni rupa anak kelompok B di RA Darul Ikhlas serta belum diterapkannya teknik stencil print dalam pembelajaran. Penelitian ini bertujuan untuk mengetahui pengaruh teknik stencil print terhadap keterampilan seni rupa anak usia dini. Penelitian menggunakan pendekatan kuantitatif dengan jenis pre-eksperimen desain one group pretest-posttest. Subjek penelitian berjumlah 15 anak kelompok B3 RA Darul Ikhlas. Instrumen yang digunakan berupa lembar observasi dengan indikator membuat karya seni sesuai kreativitas, mengkreasi warna, dan mengapresiasi hasil karya. Teknik analisis data menggunakan uji normalitas Shapiro-Wilk dan uji paired sample t-test. Temuan penelitian menunjukkan: (1) nilai rata-rata pretest (20,00) meningkat menjadi posttest (50,27); (2) hasil uji paired sample t-test diperoleh nilai t hitung - 34,152 dengan signifikansi 0,000 ($p < 0,05$), dengan demikian teknik stencil print berpengaruh signifikan terhadap peningkatan keterampilan seni rupa anak.
Kata kunci: anak usia dini; keterampilan seni rupa; pre-eksperimen; stencil print

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A. INTRODUCTION

Based on the Regulation of the Minister of Education and Culture Number 137 of 2014 Article 7 paragraph 3, the level of achievement of early childhood development (STTPA) includes six aspects of development, namely religious and moral values, physical-motor, cognitive, language, social-emotional, and art (Hidayat & Nurlatifah, 2023). These six aspects must be developed optimally according to the child's age stage so that all of the child's potential can develop optimally (Fadlillah, 2016). Child development cannot proceed partially; all aspects are interrelated and support each other. One aspect that is often overlooked in learning practices in the field is the artistic aspect. In fact, the artistic aspect has an important role in stimulating children's creativity and imagination from an early age (Risdianty & Pamungkas, 2022). Therefore, the development of the artistic aspect needs to receive equal attention with other aspects in the early childhood education curriculum.

Lowenfeld explains that art activities play a role in developing various basic abilities in children, such as physical, perceptual, thinking, emotional, creative, social, and aesthetic abilities (Geoff et al., 2022). Recent research by Gil-Ruiz et al. confirms that Lowenfeld's model of child art development remains relevant today, especially at the early childhood stage.scribbling (scribbles) 2-4 years old and stagepre-schematic (pre-schematic) ages 4-7 years which includes the preschool period (Gil-Ruiz et al., 2025). Therefore, art development cannot be ignored in the early childhood learning process because it has a direct impact on the formation of children's creativity and self-confidence.

Early childhood arts education contributes to fine motor development, increased aesthetic sensitivity, and enhanced sensory and cognitive development. These findings align with Lowenfeld's view that arts activities not only produce visual works but also form the foundation for a child's holistic development (Aydos, 2025).

One branch of art relevant to early childhood is fine art. Fine art is a branch of art that creates works of art using media that can be seen, touched, and enjoyed through the five senses (Risdianty & Pamungkas, 2022). Fine art provides a medium for children to develop their imagination, creativity, and free expression (Dini Pebrianty & Pamungkas, 2023). Rohani's research also shows that these activities using recycled materials can enhance

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creativity in early childhood (Rohani, 2017). Research by Maisarah et al. (2021) also revealed that art activities using finger painting not only influence early childhood creativity but also social-emotional development due to joy, motoric development due to finger painting, and even cognitive and language development because children are asked to tell stories. Thus, fine art not only hones children's motor skills but also builds self-confidence and independence in their work. Through fine art activities, children can learn to communicate their feelings and ideas visually without being limited to verbal abilities. Researchers argue that fine art provides a space of freedom for children to explore their world creatively.

Brookes, in his Monart method, identified five basic elements of form in fine art: points, circles, straight lines, curved lines, and angles. Mastery of these five basic elements enables children to draw and create various object shapes independently (Brookes, 1986). He identified that the main concepts in learning fine art include an understanding of the basic elements of art: line, shape, color, texture, space, and value. Stencil printing activities allow children to recognize and practice these basic elements through pattern-printing and color-combining activities (Prayogi & Rakhman, 2024).

Thus, fine arts not only hone children's motor skills but also build self-confidence and independence in their creative endeavors. Through fine arts activities, children can learn to communicate their feelings and ideas visually without being limited by verbal skills. Researchers argue that fine arts provide children with the freedom to explore their world creatively.

Graphic visual aids effectively improve the coordination, control, and integration of visual and fine motor skills in children aged 5-6 years (Lo & Wang, 2024). Meanwhile, Noyat, in his research on museum-based art education, revealed that rich visual experiences through artwork, sculptures, and historical objects enrich children's visual experiences and help them recognize various shapes, colors, and artistic compositions (Noyat, 2025). Art activities such as coloring significantly hone children's fine motor control through the use of writing tools (Hasanah et al., 2025). Based on initial observations conducted on July 24, 2024, at RA Darul Ikhlas, it was found that of the 10 children in group B, the majority were

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still considered underdeveloped in their ability to express ideas independently in creating fine arts. Researchers observed that teachers focused more on developing academic skills such as language, arithmetic, and writing, while the methods used were limited to giving assignments. The media used in developing the arts were limited to children's worksheets and magazines, so children tended to be passive, less creative, and less independent. Rahmayanti also found a similar problem at RA Nurul Amal, where teachers only focused on coloring or drawing activities, resulting in children being less interested in other art activities (Ismi Rahmayanti et al., 2022). Thus, there is a gap between curriculum demands and learning practices that occur in the field.

In addition to observations, the researchers also conducted an interview with a class B teacher at RA Darul Ikhlas. The interview revealed that the art activities carried out so far have not been varied, limited to drawing, coloring, folding, printing, and collage. Another important piece of information is that the techniquestencil print has never been applied in fine arts learning activities at the school. The techniquestencil print is a printing activity with a perforated mold that is effective for developing fine motor skills in early childhood, because this activity stimulates the coordination of finger movements in printing activities (Nia Andriani & Yofita Sandra, 2024). Based on these findings, researchers argue that it is necessary to innovate learning through various techniques to develop early childhood fine arts skills.

Stencil print Printing is a printing activity using a perforated printing mold, allowing the dye or ink to seep through the holes and form an image (Syafitri Utari & Khotimah, 2022). This activity can be applied to early childhood by simplifying the tools and materials according to the child's developmental characteristics, for example, using paper with holes punched to produce an image.Stencil print included in simple graphic arts and can be included in screen printing techniques, because it does not require a complicated printing process so it is safe and easy for children to do (Adi, 2024).

Stencil print is one of the four main techniques of printmaking (printmaking), that is relief, intaglio, planography, And stencilThe stencil technique involves cutting shapes out of paper, cardboard, or plastic, then placing them on a surface and painting or printing over

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them (Durham University Art Collection, 2024). Researchers believe this technique is easily adapted for young children because the tools and materials are simple and safe to use.

This technique attempts to combine manual technical skills with precision, thereby stimulating the brain to think actively, creatively, and innovatively in children (Adi, 2024). Meanwhile, Yeni's (2023) research shows that the effectiveness ofstencil print is in the strong category with a valueeffect size 1.60 in developing fine motor skills in children aged 5-6 years (Yulia Pratiwi & Yeni, 2023).

Research also shows that activitiesprintmaking (printing art) supports fine motor coordination, creative thinking, and experiential learning in early childhood (Wang et al., 2024). Based on theoretical studies and field findings, researchers concluded that the application of this techniquestencil print has the potential to be a solution to overcome the problem of the lack of development of fine arts in group B children at RA Darul Ikhlas.

Based on theoretical studies and field findings, researchers concluded that the application of the techniquestencil print has the potential to be a solution to overcome the problem of the lack of development of fine arts in group B children at RA.Engineeringstencil print including activities that can develop fine arts by using perforated reference tools so that they can produce an image. According to Pratiwi mediastencil print It is very suitable for children aged 5-6 years to improve fine motor skills and Budiwirman stated that the purpose of printing activities is to develop children's creativity, so that children know and are proficient in creating works of fine art (Yulia Pratiwi & Yeni, 2023). Based on theoretical studies and field findings, researchers concluded that the application of printing techniquesstencil print has the potential to be a solution to overcome the problem of the lack of development of fine arts in group B children at RA Darul Ikhlas.

B. RESEARCH METHODS

This research was conducted at RA Darul Ikhlas, Lubuk Pakam District, Deli Serdang Regency, North Sumatra Province. The study used 15 samples of children from group B3 of RA Darul Ikhlas. This study employed a quantitative approach with the type of research.pre-experiment characterized by the absence of a control group and involving only one

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experimental group(Rubiah et al., 2026; Pulungan et al., 2025). The sampling technique is carried out in apurposive sampling where the researcher chose children in group B3 as a research sample with the following considerations: (1) the results of initial observations showed that group B3 had the lowest level of development of fine arts skills compared to other groups, (2) the class B3 teacher was willing to collaborate intensively during the research process, and (3) the smaller number of children (15 children) made it easier to supervise and accompany them during the treatment. The research population was all children in group B at RA Darul Ikhlas with a total of 45 people.

Table 1. Research Procedures

O_1	X	O_2
Pre-test	Treatment	Post-test

Data collection techniques for research arepre-test And post-test accompanied by observation and documentation(Munika et al., 2024). The instrument used is an observation sheet with the following indicators: (1) creating works of art according to one's creativity,

(2) creating colors in pictures and providing explanations, and (3) appreciating works of art(Mutiara Rahmadani et al., 2024; Purba et al., 2021). The data analysis technique uses the data normality test stage which usesShapiro-Wilk which is suitable for use with small research samples ($n < 50$). Then this study uses the testpaired sample t-test which is a paired sample t-test used to compare the means of two measurements from the same subject using the processpre-test And post-test (Syahdia, 2025)with the significance level provision for the paired sample t-test being 5% ($\alpha = 0.05$). The researcher also useSPSS version 25 Windows applications (Sit dkk., 2021).

Table 2. Iinstrument grid

No.	Indicator	Aspect to Observered
1	Create artwork according to your creativity	1. Children are able to choose a drawing pattern that matches the theme. 2. Children are able to form drawing objects according to the

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No.	Indicator	Aspect to Observered
		theme. 3. Children are able to name the drawings they create. 4. Children are able to use stencils independently and correctly. 5. Children are able to produce images using stencils print.
2	Creating colors in images and giving explanations	1. Children are able to name the colors to be used. 2. Children are able to apply basic colors neatly to the drawing area. 3. Children are able to be creative with a variety of colors during stencil printing activities. 4. Children are able to color the drawing according to the theme. 5. Children are able to use coloring tools (sponges) correctly.
3	Appreciating works of art	1. Children are able to use various media to create works of art. 2. Children are able to demonstrate works of art using the stencil printing technique. 3. Children are able to verbally explain the reasons for their choice of patterns and colors. 4. Children are able to appreciate the work of their peers. 5. Children are able to produce works of art that are different from their peers.

C. FINDINGS AND DISCUSSION

This research was conducted at RA Darul Ikhlas, Lubuk Pakam District in the even semester of the 2025 academic year. The research used a quantitative approach with the type ofpre-experimentdesign one group pretest-posttest. The research sample was 15 children in group B3. Before being given treatment, the children were given an initial test (pretest) to assess their initial fine arts abilities. Resultspretest shown in table 3:

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Table 3. Results Pretest Child

N	Minimum	Maximum	Mean	Standard Deviation
15	15	25	20,00	2,803

Based on table 3, the average value (mean) pretest is 20.00 with a standard deviation of 2.803, a minimum value of 15 and a maximum of 25. All 15 children (100%) are in the Not Yet Developing (BB) category. Data from the recapitulation resultsposttest in this study is presented in table 4:

Table 4. Comparison of ValuesPretest And Posttest

Descriptive Statistics	Pretest	Posttest
Rate-rate	20,00	50,27
Minimum	15	44
Maximum	25	58
Standard Deviation	2,803	3,882
Variance	7,857	15,067

Based on the descriptive statistical data presented in the table above, there is a significant increase in the influence of the technique.stencil print towards early childhood fine arts between the resultspretest And posttestAt the level ofpretest, mark mean of 20.00, while at the stageposttest, mark mean increased to 50.27. This increase shows that after the intervention or learning process using the techniquestencil print, there is a significant influence on children's fine arts.

Hypothesis testing is used to determine whether data is normally distributed as a prerequisite for conducting a paired-sample t-test. The following data shows the results of the normality test and the t-test:

Table 5. Normality Test (Shapiro-Wilk)

Variables	Statistics	dk	Say.	Information
Pretest	0,896	15	0,082	Normal
Posttest	0,947	15	0,475	Normal

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Based on table, mark significance pretest is 0,082 > 0.05 and posttest 0.475 > 0.05, so the data is normally distributed.

Table 6. TestPaired Sample t-Test

Mean	Standard Deviation	t	df	Sig (2 tailed)
-30,267	3,432	-34,152	14	0,000

Based on the table above, it shows that the results of the paired sample t-test were carried out to see whether or not there was a significant difference between the scores.pretest And posttest in the same group. The significance level used was 5% ($\alpha = 0.05$). The calculated t value obtained was -34.152 with a df of 14 and a p value of 0.000 ($p < 0.05$), so it was concluded that there was a significant influence of the technique.stencil print on the development of early childhood fine arts, which means that the results that occurred were not coincidental but based on statistical data.

Discussion

Fine arts skills in early childhood are the child's ability to create works of art through creative expression, color exploration, object formation, and appreciation of works of art. The results of this study show that the technique...stencil print has a significant influence on improving the fine arts skills of children in group B at RA Darul Ikhlas, Lubuk Pakam District. The results of this study are supported by the theory of children's art development proposed by Viktor Lowenfeld and W. Lambert Brittain. It states that children aged 4-7 years are at the stage ofpreschematic (pre-schematic), which is the stage where children begin to create visual representations of objects around them, even though their shapes are not yet proportional, and children begin to discover the relationship between shape, color, and meaning. In the context of engineeringstencil print, this theory explains that printing activities help children overcome technical obstacles that are often frustrating, so that children can focus on creative aspects such as color selection and composition (Lowenfeld & Brittain, 1987).

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Fine art skills in early childhood refer to a child's ability to create works of art through creative expression, color exploration, object formation, and appreciation of works of art. These skills include aspects such as the ability to choose a pattern that suits the theme, the ability to form a drawing object, the ability to use printing tools independently, the ability to apply color neatly, and the ability to appreciate the artwork of oneself and friends. Fine art skills are important to develop from an early age because they play a role in stimulating the development of fine motor skills, creativity, symbolic thinking skills, and child's self-confidence (Lowenfeld & Brittain, 1987)

In children, a lack of meaningful art experiences will impact their ability to express ideas and feelings through artwork, and hinder the development of their creativity and imagination. Therefore, it is crucial to develop early childhood art skills appropriately. Children's art skills reflect their understanding of constructing visual representations of surrounding objects, as well as their ability to express ideas and imagination in aesthetically pleasing works of art.

In addition, Jean Piaget's theory of cognitive development also supports this finding. Piaget explained that children aged 5-6 years are in the preoperational stage (preoperational stage), where children begin to develop symbolic functions (symbolic function), namely the ability to use symbols, images, or words to represent objects that are not physically present. In engineering activitiesstencil printChildren's symbolic function is evident when they use printed patterns as symbols to represent certain objects. For example, when children print a circle pattern, they may call it a sun or a wheel, and when they print a leaf pattern, they associate it with trees or nature. Children also use colors as symbols to express their feelings and ideas, such as red for enthusiasm or blue for calm (Pieget, 1962).

After Jean Piaget, the results of this study were also supported by the theorysociocultural from Lev Vygotsky who emphasized the importance of social interaction and adult guidance in the child's learning process through the conceptZone of Proximal Development (ZPD) andscaffolding (Vygotsky, 1978). In this study, during the pretest, the children were at a low actual developmental level (average 20.00). After being given scaffolding in the form of guidance from the researcher and teacher in using the stencil printing technique, the children

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reached a higher potential developmental level (average 50.27).

Scaffolding was implemented through demonstrations on how to use stencils and sponges, guidance in choosing patterns that fit the theme, technical assistance when children had difficulty printing, and a gradual reduction in assistance so that children were able to experiment independently. Research by Webster published in BMC Pediatrics demonstrated that the use of stencils in preschool play areas effectively improves children's locomotor skills and motor coordination. In a randomized controlled trial of 51 children aged 4.3 years, it was found that children who used stencils experienced significant improvements in motor skills. Furthermore, teachers reported that children began to integrate concepts of color and shape while playing with stencils and showed initiative in creating their own games (Webster et al., 2023).

Fine art skills include abilities such as selecting appropriate drawing patterns, forming objects using molds, applying color neatly, and appreciating works of art. These skills are important to develop from an early age because they form the foundation for the development of children's creativity, aesthetics, and self-confidence in the future. Teachers and parents can stimulate these fine art skills in various ways, such as providing a variety of media and printing tools, allowing freedom to explore, and appreciating each child's work. Good printing activities are a form of art activity that involves hand-eye coordination, fine motor control, and an understanding of the cause-and-effect relationship between printing movements and the resulting patterns. Fine art skills in children are the child's ability to create original and meaningful works of art, such as making molds, combining colors, and sharing their work with others.

The combination of accuracy training and visual arts activities can optimize children's fine motor coordination, selective attention, and reaction time, all of which are involved in the activity.stencil print (Frikha & Alharbi, 2023). Early childhood education teachers' perspectives on visual arts education found that they believed visual arts activities had a positive impact on early childhood development, especially in terms of self-confidence and self-expression (Vasilaki, 2024). Hatzigianni et al. in their research ondesign thinking children in creative spaces found that children who were given the opportunity to experiment

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with a variety of tools and materials showed improvements in problem solving and creativity (Hatzigianni et al., 2021).

D. CONCLUSIONS AND SUGGESTIONS

Based on the results of the research that has been carried out, it can be concluded that the application of the techniquestencil print has a positive influence on the development of early childhood visual arts. The use of this technique can create a more engaging and enjoyable learning environment, allowing children to explore their ideas and creativity more.stencil print, Children gain hands-on learning experiences that encourage active involvement in the creative process. This impacts the development of children's abilities in creating shapes, combining colors, and appreciating their work. Furthermore, this activity also supports the development of fine motor skills, creativity, and self-confidence in producing diverse works. Thus, the techniquestencil print can be used as an alternative effective learning method in developing the fine arts aspects of early childhood in a more optimal and meaningful way.

Teachers are expected to be able to use more varied and innovative learning methods, especially in fine arts activities such as the application of techniques.stencil print in order to develop children's creativity and active involvement in learning and support the provision of adequate facilities and infrastructure for arts activities, as well as provide wider space for the development of arts aspects in the early childhood learning process.

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