

# Improving Children's Creativity Abilities Through Drawing Activities in Kindergarten

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DOI: 10.26858/tematik.v8i1.27530

Received:  
10 Januari 2022

Accepted:  
30 Juni 2021

Published:  
7 Juli 2022

**TEMATIK: Jurnal Pemikiran dan Penelitian Pendidikan Anak Usia Dini**

ISSN: 2476-9363 (print), 2476-9363 (online)

Volume 8, Nomor 1, Tahun 2022

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## **Abstract:**

*This research was conducted to increase children's creativity through drawing activities. The subjects of this study were 15 students of Bina Insan Jember Kindergarten. This research is action research using the Kemmis & McTaggart model with the implementation procedure starting with the stages of planning, implementing, embedding, and reflection activities. Data were collected through teacher activities in drawing and observation of students' actions while participating in learning activities. The results showed that drawing activities could increase students' creativity based on the child's ability to create original and independent works and the child's ability to create unique and different drawings. The data in the second cycle obtained the completeness of students' learning outcomes with an average in the category very well. The increase in learning outcomes can be seen in the interest of all children in drawing activities using pencils, crayons, and watercolors.*

**Keywords:** Creativities; drawing; childhood.

## **Abstrak:**

Penelitian ini dilakukan untuk meningkatkan kreativitas anak melalui kegiatan menggambar. Subjek penelitian ini sebanyak 15 anak didik Taman Kanak-kanak Bina Insan Jember. Penelitian ini merupakan penelitian tindakan menggunakan model Kemmin & McTaggart dengan prosedur pelaksanaannya diawali tahap perencanaan, pelaksanaan, penamatan dan kegiatan refleksi. Data dikumpulkan melalui observasi aktivitas guru dalam menerapkan kegiatan menggambar dan observasi aktivitas anak didik selama mengikuti kegiatan pembelajaran. Hasil penelitian menunjukkan kegiatan menggambar dapat meningkatkan kreativitas anak didik, hal ini berdasarkan kemampuan anak untuk menciptakan karya yang orisinal dan mandiri serta kemampuan anak untuk membuat gambar yang unik dan berbeda. Data pada siklus kedua diperoleh ketuntasan hasil belajar anak didik dengan rata-rata pada katgori sangat baik. Peningkatan hasil belajar tersebut dilihat dari adanya ketertarikan semua anak pada kegiatan menggambar, baik menggunakan pencil, crayon, dan cat air.

**Kata Kunci:** Kreativitas; menggambar; anak usia dini

## INTRODUCTION

One of the abilities that are important for preschool-age children to have is creativity. Fakhriyani (2016) revealed that activity is one of the essential abilities to be developed in children because this ability has a significant influence and is immensely contributing to the child's life in his growth and development. Creativity can make children creative in creating ideas and collaborating them into new ideas (Anhusadar, 2016). Fostering creativity is important since children are still at an early age (Fauziddin & Asni, 2016). Creativity can make children develop more, increase their intelligence in thinking, and improve the development of other aspects (Debeturu & Wijayaningsih, 2019). The child's learning period is at the beginning of his life through the slogan "*Early Years are Learning Years.*" Creativity is one of the abilities to create something unique and new (Saracho, 2002). A person's ability to create product innovations or ideas is called the creativity field (Munandar, 2004). With creativity, science is increasingly developing in technology and other fields of science field (Williams, 1982).

Sari, et al. (2016) explain that a person's creativity is the ability to create new ideas, methods, and understandings that are then conveyed and used in life. A picture or object that is sparked into something new can also be called creativity. Six factors can increase children's creativity field (Sternberg & Lubart, 1991), namely: a) Intelligence; b) Knowledge; c) Intellectual; e) Personality; f) Motivation; g) Environment. According to Field Renzulli (2021), the development of creativity is a child's creative ability that can be actively developed and provide opportunities to be involved in the learning process. In early childhood, creativity is manifested in creating various forms of crafts, paintings, or spontaneous fantasies against the toys used to stimulate the development of children's creativity through various activities, one of which is through drawing activities (Papadopoulos, 2020). The characteristics of children said to be creative are a) children have more energy, b) children are diligent in exploring and experimenting, c) bringing out their imagination when playing roles and telling stories d) being able to concentrate for a long time when doing independent tasks, e) being able to organize according to their wishes, f) often doing activities with adults and g) enjoying repeating activities to explore their knowledge further and not easily feel bored.

Data in the field shows that there are still many preschool-age children whose creative skills have not yet developed. It can be seen from the child's ability to think smoothly where the child has not been able to adjust the tasks given according to the specified time. Children's ability to explore various media is still not well developed. Children are also unable to create a new idea and have not been able to detail an idea. When given a question, the child cannot provide a varied answer. The results of the literature analysis revealed that the ability to be creative at pre-school age should have developed in terms of fluency, flexibility, original thinking ability, and detailed thinking ability; this is stated in Gencer & Gonen (2015).

Drawing and children are two things that are difficult to separate because, by drawing, children can channel their imagination through scribbles (Nurhaeny et al., 2022). In essence, by drawing, children can express their mentality through their scribbles and explore by selecting desired colors (Sit et al., 2016). The drawing stage for children aged is divided into two stages; the first stage is the cross-out stage starting at the age of two years until the age of four years, in the second stage namely the touching stage, beginning at the age of four years to seven years where the child can control his hands and imagination (Sari et al., 2020). Based on the 2014 curriculum, it is stated that the expected learning outcomes are that children can draw simple as written in the curriculum, which is used as an educational

standard in Indonesia that: a) Children's ability to draw neatly using various media they like; b) The child's ability to form basic images in the form of circles, triangles, and quadrilaterals.

Eddowes (1995) describes the indicators to be used by the conditions of the protégé related to drawing activities. Whereas in students, it emphasizes more on process than results in developing children's drawing creativity, namely: 1) Children's ability to produce images initially and independently with various media; 2) Children's ability to draw with (originality) different and unique characteristics. Drawing becomes one of the fun activities for children. Drawing enables children to channel various kinds of their imaginations that are expressed into drawings; from their drawings can be known the level of creativity and mood of each child (Papadopoulos, 2020). According to Areljung et al. (2021), the steps in the drawing are: a) the teacher prepares everything that will be used in the drawing, both the tools and materials; b) The teacher gives an explanation of the activities to be carried out; c) Then the teacher gives opportunities to students in carrying out drawing activities; d) The teacher in supervising the protégé should not command or arrange the drawings made by the protégé; e) Children are given the freedom to express themselves by using materials that the teacher has prepared; f) After the specified time is over, the teacher collects the drawings of the students followed by a question and answer about the drawings that have been made. This research was carried out to see the improvement of children's creative abilities by providing children with drawing activities so that it can be a solution to problems in developing children's creativity in kindergarten. The use of practical drawing activities and the characteristics and needs of children makes children active, and their creativity can design well.

## METHODE

This study used class action research conducted at Bina Insan Jember Kindergarten involving as many as 15 students. Refers to the Kemmis & McTaggart model, where each cycle consists of the stages of planning, implementing, observing, and ending with reflection. Data collection through observation to see the teacher's activities in applying drawing activities, documentation of children's work accompanied by instruments for assessing children's creativity both from the learning process, and the results of their creativity in the form of work products.

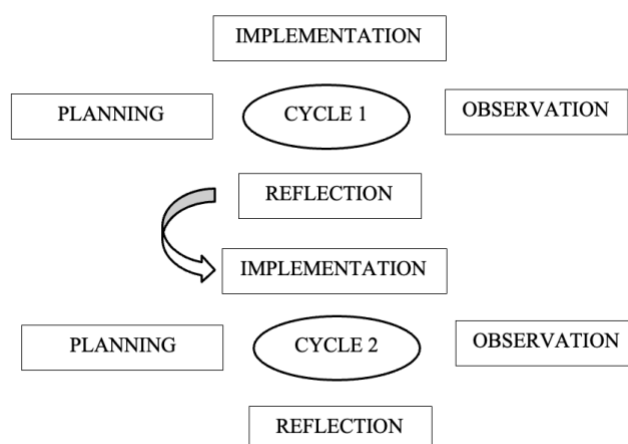


Figure 1. Procedure for conducting class action research Model Kemmis and Mc Taggart

The first cycle starts from the initial reflection to focus on the problem to set a goal, followed by planning, where the researcher prepares what will be done to improve the child's abilities. Furthermore, carry out the plan designed according to the level plan, then continue

with observations to collect data. The last step is a reflection to analyze and interpret the data that has been obtained. If the initial cycle has not experienced a significant increase, it is continued to the second cycle.

## **RESULTS AND DISCUSSION**

The study was conducted for two cycles with data acquisition based on increasing children's creative abilities in each process. Likewise, data on the implementation of activities are recorded through the observations of teacher activities when implementing drawing activities in class. The data obtained from the study are described as follows:

### **Cycle I Action**

Activity planning begins with equalizing perceptions with academic units starting with the principal and teachers, then discussing the media used. The researcher then provides a proposal for the use of learning tools during the activity and then uses observation as a form of assessment; the discussion ends by agreeing that the researcher is the executor of the action and the teacher helps the researcher during the process.

The action implementation begins with the opening activities, as usual, starting from marching activities, entering class, and reading prayers. After carrying out the opening activity, the researcher conveyed the activities to be carried out, namely drawing activities. Before acting, the teacher prepares the materials and tools used during the drawing activity. During the training, the teacher always gives children the freedom to explore and express children ideas and imagination so that their creative skills can develop; in cycle one, the teacher provides drawing activities related to holidays so that children get freedom in spreading to explore their imagination and creativity. At the end of the lesson, the teacher reviews what the children have done.

The description of these activities is an overview of the process during cycle 1; each meeting of teachers and researchers provides diverse activities so that children do not get bored and the classroom atmosphere becomes more controlled. The observations in the first cycle show good categories related to communicating the activities' theme and objectives. Children's ability to explore their creativity is still in the excellent category, critical thinking skills are still in the suitable variety, and communication and elaboration skills are still in the superb category. From these results, it can be seen that there are still many children who have not been optimal in increasing their creativity, so they still need teacher guidance. Based on the observations in cycle 1, it can be seen that the indicators of child achievement are still not optimal because they are still in the excellent category. Hence, researchers and teachers then develop plans to continue in cycle 2.

### **Cycle Action 2**

In cycle 1, the achievement of children's abilities was still sufficient and unsatisfactory. There are still children whose abilities are not optimal, so the researcher proceeds to cycle 2. Planning activities in cycle two, the process is the same as in cycle 1, which starts by matching perceptions with academic units starting from the principal and teachers regarding what needs to be improved regarding indicators that have not been maximized in cycle 1, then discussing the use of exciting media so that children do not readily feel bored.

The implementation of actions in cycle 2 is the same process as in cycle one, starting with opening, marching, entering classes, and reading prayers. After carrying out the opening activity, the researcher conveyed the activities to be carried out, namely drawing activities. Before acting, the teacher prepares the materials and tools used during the drawing activity. During the training, the teacher always gives children the freedom to explore and express children ideas and imagination so that their creative skills can develop; in cycle one, the teacher provides drawing activities related to holidays so that children get freedom in

spreading to explore their imagination and creativity. At the end of the lesson, the teacher reviews what the children have done.

The description of these activities is an overview of the process during cycle 2; each meeting of teachers and researchers provides diverse activities so that children do not get bored and the classroom atmosphere becomes more controlled. In cycle 2, creativity indicators have increased as the ability of children to explore their creativity has reached the outstanding category, critical thinking ability has also been called the perfect sort, and communication and elaborating skills are still in the particular class. From these results, students have been maximized in increasing their creativity.

Based on the observations in cycle 2, it can be seen that the indicators of children's achievement have been maximized because all hands fall into the category of very good, and the process of implementing actions up to cycle II is good. The weaknesses found in cycle I have been maximally resolved. Showing the creativity of children through drawing has increased. This increase in creative ability can be seen from the achievement of the established indicators. As for the rise from cycle I to cycle II, it also experienced a significant increase; this is due to the provision of motivation during the implementation of cycle II so that children are enthusiastic about participating in learning.

The results showed an increase in learning outcomes in terms of children's creativity. This is influenced by the increasing intensity of drawing and the provision of activities adjusted to the stages of child development that the teacher attractively packages. Drawing activities can develop children's creativity, as seen in the initial observation in Group B of Bina Insan Kindergarten, reaching 80%, being in the category of not yet appearing. After taking class actions, there was an increase. The result of such observations can be seen in the following diagram:

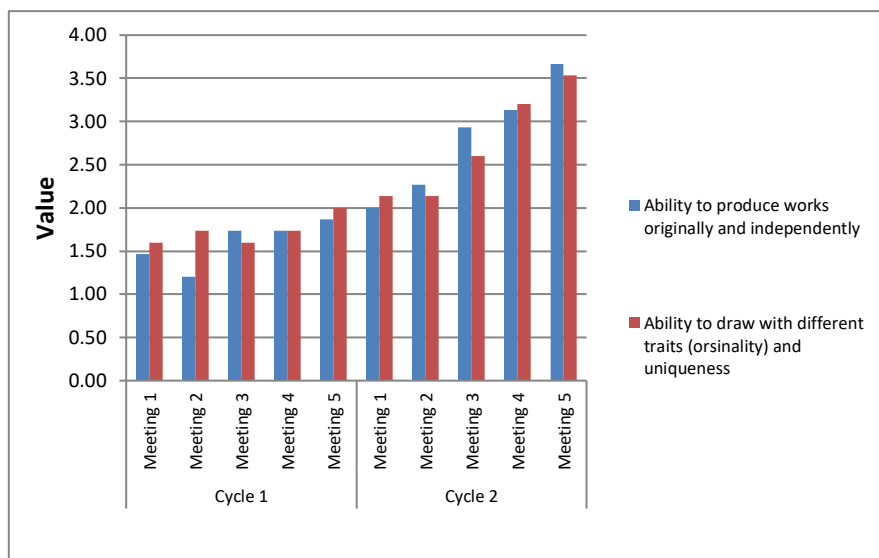


Figure 2. Comparison chart of the average value of cycle

Based on the resulting data, there is an increase in the average value for the indicator of the ability to produce works initially and independently. At the time of the first cycle, an average value of only 1.47 increased in the second cycle to 3.67. The same thing can be seen in the indicators of the child's ability to draw something unique and different, where the first cycle was only 1.60, which increased in the second cycle to 3.53.

The observation results also showed an increase in the percentage of children's learning completion in each indicator. Based on this indicates that children's creative abilities can be

improved by using drawing activities. Drawing activities provide a positive reaction between teachers and students by building a pleasant and conducive atmosphere. The increase can be seen in the following data:

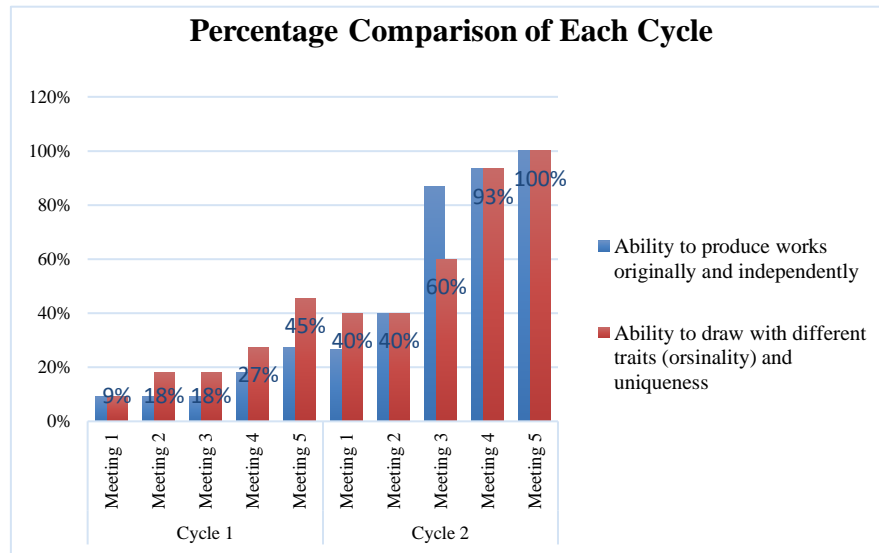


Figure 3. Grafik comparison of percentages of each cycle

Based on the data in Figure 4.2 above on the learning completion value for the ability to produce original and independent work, there was an increase; in the first cycle, it was seen that only 9% of the learning completion value after continuing in the second cycle there was a significant change with the achievement of learning completion for all children. The next indicator also experienced the exact change where the hand of children's ability to create unique works and differed in completion value in the question cycle was only 9%, and experienced overall; the child experienced an increase in the second cycle.

The results of field Mahmud's research (2021) are a reference that shows the results of the assessment of drawing activities carried out, showing that in the first cycle there were 37.5% of children who were still in the stage of starting to develop, 25% had developed and 18.75% were staged undeveloped after continuing until the second cycle there was an increase of 70% of children growing and 93% were in a complete category. The study's results strengthened that drawing activities can increase children's creativity in line with the opinion of Pamulu (2007), who argues that by pulling into a child's medium to actualize himself, imagination and self-expression can be expressed by mixing colors and exploring various forms of motifs that can be poured freely at will and as creative as the child.

The results of the study field Fuchs-Beauchamp et al. (1993) state that the creator child civitas must be developed by providing a medium for exploring, expressing, and honing curiosity. They should be able to channel thoughts, ideas, and feelings through diverse activities. A teacher must stimulate and support the ability to think creatively in various ways possible with curriculum recommendations (Nurhaeny et al., 2022). This research is also in line with the views of the behavioristic learning theory field, (Sembel, 2019) said that learning is a process of changing behavior caused by the interaction between stimulation and child response. The meaning that can be taken is by providing stimulus from the teacher in the form of motivation, appreciation, and praise to change children for better learning

outcomes. Learning by drawing makes children more creative in expressing their imagination.

For children, drawing or interpreting their work is not based on whether or not the work produced is excellent or Northfield (Ukar et al., 2021). Therefore, when giving an assessment, it is not on what the child makes but on how to use art objects to depict or express his artwork. So that the check carried out is more on how to use art education as a medium to develop aspects of the child development field (Knight, 2008). The child draws something based on his interest (interest) in the book. The child is still unstable; the development of thoughts and the form of feeling strongly determine the nature and shape of the child's image. The purpose of depicting kindergarten children as a means to express their ideas and feelings is to write down image ideas that are by the development of kindergarten children that can be used to train and develop their creativity in the drawing field (Pamadhi, 2012).

Creativity is stated by Hurlock (1999), conveying that creativity provides benefits to children. Creativity can make children happy, satisfied with their achievements, and have fun. The benefits of creativity are also given by (Mulyasa, 2016), he ushered in: 1) Through the development of creativity, the child obtains the opportunity to meet the need to experiment in his way entirely; 2) The development of creativity has a therapist value because, in the activity of experimentation, the child can channel feelings that can cause tensions in himself; 3) Creativity is beneficial to aesthetic development. From the various theories above, it is proposed that the development of creativity provides many benefits to children; in addition to channeling their ideas and thoughts, it can also make children more confident in conveying their feelings.

## **SIMPULAN**

The results showed that the provision of stimulation using drawing activities influenced children's creativity in kindergarten. The improvement can be seen based on the ability to produce works initially and independently and the ability to draw with (originality) different and unique traits. The data on the results of increasing students' creativity obtained from the average value of the creative ability of all children in the second cycle is in an outstanding category. The activities shown by children during drawing activities are in the form of high interest, motivation in learning, and being able to complete tasks given by the teacher.

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