Drawing and Coloring Using Crayon with Gradation Technique at Kindergarten

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Drawing and Coloring Using Crayon with Gradation Technique at Kindergarten

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Abstract
As an Early Childhood Education teacher, you are required to be able to understand the world of art and develop interesting art lessons for children. This research was conducted to understand the process of learning art to students at the Institute. By using this type of qualitative descriptive research, the researcher will examine the facts in the field with detailed interpretations. Data collection techniques using observation, documentation, and interviews. The data analysis uses data collection, data reduction, data display, verification, and affirmation of conclusions. The research proves that the results of introducing art learning concepts to students through drawing and coloring activities using gradation techniques using crayon at kindergarten in Jember can be developed well. From the results of this study, it has a positive impact on students and is beneficial for developing their faith, honing their talents, and creativity to be even more enthusiastic in the art learning process.

Keywords: *art; coloring; drawing; early childhood education*

Abstrak
Sebagai guru Pendidikan Anak Usia Dini, di tuntut agar dapat memahami dunia seni dan mengembangkan dengan pembelajaran seni yang menarik bagi anak. Penelitian ini dilaksanakan guna memahami proses pembelajaran seni kepada anak didik di Lembaga. Dengan menggunakan jenis penelitian deskriptif kualitatif, peneliti akan menelaah fakta dilapangan dengan interpretasi yang detail. Teknik pengumpulan data menggunakan observasi, dokumentasi, serta wawancara. Adapun analisis data menggunakan pengumpulan data, reduksi data, display data, verifikasi, dan penegasan kesimpulan. Penelitian membuktikan bahwa hasil dari mengenalkan konsep pembelajaran seni kepada anak didik melalui menggambar dan mewarnai teknik gradasi menggunakan crayon di TK Jember dapat dikembangkan dengan baik. Dari hasil penelitian ini, memberikan dampak yang positif bagi anak didik dan bermanfaat bagi pengembangan imajinasi, mengasah bakat, serta kreatifitasnya untuk lebih semangat lagi dalam proses belajar seni.

Kata Kunci: *menggambar; mewarnai; pendidikan anak usia dini, seni.*

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Introduction

Child Education is the foremost knowledge given to the students especially the Kindergarterners to assists them to understand the theory of given lesson by having the structured and good way of learning. This education ensures the children's future to be stay on track and are guaranteed to success. Kunandar pointed out that education nurtures the one with any kinds of knowledge, skills, norms, positive rules and so on. The most basic and important education is done in early childhood phase regarding his unique traits and great curiousity(Kunandar, 2007). The traits cover; a) have great curiousity, b) unique person, c) enjoy fantasizing and imagining, d) the most potential period of learning, e) show the egocentruc attitude, f) having short concentration span, g) as part of social being (Aisyah et al., 2014). At this age, they are the most sensitive and potential to learn something, they also grow the curiousity. This was seen from how they ask questions over what they see.

Numerous information taught to them are the responsibilities done by the adults around, like parents, teachers and others (Umroh, 2019). At this period, how a sponge absorping water is easily grasped by their understanding. It was known as golden age, the high ability of child's brain to absorb information. Any information affects their development. It is the right time to give the right stimulation into child's developmental stages they are going through; they will be more matured both phisically and psychologically to face the school period. One among several aspects of development needed to nurture is art education.

Art education taught to kindergarten helped them express what they know and feel through the art itself(Nursyam et al., 2020). If the early childhood are navigated through the guidance and coaching to express themselves in a creative way and live the emotional turubulence within them, the fantasies or imagination, creativity and aesthetic emotios will get them stimulated. Every child has desire to innovate. The existing desires and abilities are stimulated and fostered so that they are able to make innovation and feel content to its invention. This satisfactory becomes an encouragement to them to be creative in constantly creating something new.

It is the divergent thinking skill done in no-limits, as widely as possible and with multiple perspectives in response to stimulus. This skill prioritize the development of child's creativity. Imagination develops the thinking and creativity skills without limiting the everyday realities. They are free to think concerning their prior knowledge and imagination. Imaginations help them to think fluency, flexibility, and originality. Creativity is defined as the experience of expressing and actualizing self-identities in an integrated form of oneself, nature and others (Munandar, 2009). At the end, no human is born without creative potential. Every child has creativity to develop and nurture, no human being was born zero-intelligence. What matters is to last and treat it well. Child's creativity is unique on its way. It is bounded by the uniqueness of idea and growth of imagination and fantasy. Creative children are sensitive to stimulation. They are not restricted by any boundaries meaning they hold own freedom to do the activities. They tend to find joy in the activities they are doing. The creativity at early childhood is marked by how they manage to form mental images, concept of unapparent things. Fantasies, imaginations to create real life-like concept draws the early childhood (Isenberg & Jalongo, 1993). Creativity is advanced under two conditions. It implies that child who are being and stay creative should be safe from any distractions and pressures and have the psychological independence. If you would like to enhance their creativity, draw them up with the sense of safety and psychological independence.

Art education is a means to develop children creativity. The implementation of art education can be done through painting and drawing activities to grow the children creativity. the aim of painting activity is to train the movement of wrist (Sujiono, 2008). The painting activity also trains emotional management in early childhood. Painting activity will invite children to direct their habit in painting spontaneously to habits of pouring colors that have educational value (Pamadhi, 2014). The aim of art education is not to guide children to be an

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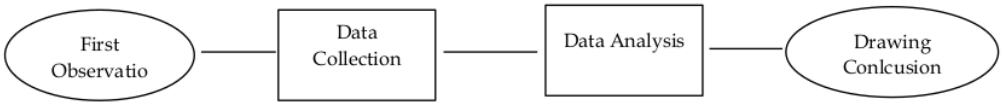
artist but to educate them to be creative. Art is a fun activity, through painting and drawing art, children can be educated and directed for their creativity as early as possible. Painting and drawing art are the realization of unlimited imagination and there is no limitation in making artwork. Therefore, children will never run out of ideas and imagination in making art. In painting and drawing art, the artwork is a two-dimensional shape, therefore it is the result of one or more existing media (as a note that the media or art materials in the world are also unlimited). In making artwork, there is never a wrong and also no one says wrong on the work that has been created. However, in the process of making artwork, since it is a learning process, it must be done correctly, in accordance to the aim of learning. For early childhood (0-8 years old), learning of painting and drawing arts is not only to having process of making art but also to provide physical, motor, cognitive, language, social, emotional and independence. Thus, with the right guidance, a child will be able to train useful potentials.

Methodology

This research was carried out at one of Kindergarten in Jember involving 287 students and 20 teachers. It was held during the even semester of 2022/2023 academic year. This research was descriptive research with qualitative approach since it investigated an object and explored the fact through accurate interpretation. The importance of qualitative research is to explain oral and written data in which the researcher can understand better the phenomena or events of social setting that relates to the focus of the problem under study (Kristin, 2016). It means that the aim of qualitative research was to find the answer of a phenomena through scientific procedure conducted systematically.

The data collection techniques used were observation, interview, and documentation as the proof that the researcher collect the data based on what would be studied (Creswell, 2014). The data validation technique in this study used data triangulation techniques. Researchers examined the validity of data from several sources such as school principals and teachers. Data validation techniques relate to the level of truth of the data that researchers have obtained or collected through qualitative research. The research flow is presented in Figure 1.



Picture 1. Research Flow

Results and Discussion

Planning of Art Learning Implementation

Curriculum as the idea, purpose, desire, hope or aim thought about what the best thing to achieve in an education activity (Hasanuddin, 2009). According to him basically curriculum as an idea exist for everyone. One student has one curriculum idea if he talks about what is the real purpose of an educational activity and how the activity is carried out. Indeed, what he thinks is in accordance with the level of knowledge from the insight he has. For the student level, the desire or expectation is more based on the interests of a very individual environment. The curriculum used in Kindergarten in Jember is early childhood curriculum 2013 with the reference to Ministerial regulation 58. The teacher makes a lesson plan with the aim of achieving basic competence and core competence. There are three plans of early childhood curriculum 2013 namely semester program, *Rppm*, and *Rpph*. Based on the results of observation, the learning conducted at Kindergarten Jember has been implemented and adapted to the curriculum. Learning activities have been carried out according to the theme that has been designed for semester 1 and semester 2 using the semester program that has

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been made from the beginning of the year. Teachers must have curriculum as an idea. This curriculum is then used to read and interpret what is stated in the curriculum document. As a teacher, it is very difficult, perhaps even impossible, to realize this idea into a national or local curriculum. Even if what is stated in the national curriculum matches what he thinks, it is more of a coincidence. Teacher is not the last most authorized agency to determine what will happen in the classroom; therefore in planning the classroom activities the teacher's idea that is applied.

Lesson planning is designed in accordance with curriculum references and the age of children development taken from STTPA. There is a difference in the level of achievement of children according to their age, 4-5 years entering class A and age 5-6 years entering class B. Learning is given by using an area model that has been designed by the Institution. There are 5 area models, they are; science area, mathematics area, language area, religion area, and art area. The arts taught in learning activities in the classroom vary adjusted to the theme that is carried out every week. In addition to the art education listed in accordance with the lesson plan, this Kindergarten also holds extracurricular activities every Friday, one of the prominent extracurricular activities namely the learning of drawing and coloring arts. Similar to drawing, this one activity is also very fun for children of all age groups. In fact, the coloring activity serves as a tool to stimulate the overall development of the child (Kurnia, 2019) and drawing activities are activities that can develop children's potential in drawing activities, children will play colors, textures, and drawings according to their imagination. This will increase children's creativity (Husnu, 2020).

Trainers of drawing and coloring arts activities are not taken from outside the Institution, but internal teachers in kindergarten. There are 2 teachers who are indeed focused in the field of drawing and coloring who are outstanding in their fields because they have outlined several competitions held by IGTKI. The implementation in class are divided into two rooms separated between class A and class B. Mrs. Nining as a class B activity coach and Mrs. Ratna is in class A. The teacher gave a demonstration of how to draw and color this is very useful to increase the child's willingness to participate in learning activities and so that the child looks enthusiastic during the learning process. This can be seen during the learning activities, children are able to concentrate, use the strength of the hands and are able to coordinate the eyes and hands well. The use of props can stimulate children to be enthusiastic, happy, and not easy to give up. The use of this method of demonstration is suitable for activities that ask the child to imitate what the teacher does. This method is effective to give to the saplings, so the child will be interested in carrying out activities. In addition, the teacher can demonstrate the actions in such a way that the child repeats the steps of the actions or movements performed by the teacher (Sari & Azis, 2018). During the pandemic, activities are still carried out even virtually through the zoom application. Materials used: A4 drawing book, markers, crayons. Activities are carried out in class. This drawing and coloring activity is very appropriate to develop children's fine motor skills (Mariati & Widya Puteri, 2018).

Assesment

Assessment of students is carried out in a planned, systematic, and sustainable manner (Netriwinda et al., 2021). In addition, assessment can provide feedback for teachers to be able to perfect the learning process (Susanti et al., 2021). Thus, the assessment is an important activity in a series of programs at Kindergarten in Jember. Learning evaluation is carried out by teachers by direct observation of children. The teacher conducts an evaluation when the extracurricular activities are taking place; the teacher pays attention to the details of the child's process participating in the activity. By accompanying the children to do activities, the teacher will get the results of the evaluation. Drawing activities for early childhood are a basic concept that should have been mastered by teachers, especially kindergarten teachers. By drawing children are certainly able to express their creativity in a picture. Therefore, it is the obligation

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of the teacher to also know the meaning or definition of the activity of grabbing because it is the basis for the teacher in interpreting early childhood drawing activities (Nurbaiti et al., 2021).

In addition, teachers see the child's ability not only in terms of results, but also through the process. For class A, there are 3 assessments, namely; 1. Learn to make patterns such as circles, rectangles, triangles, etc., 2. Learn to know the colors of various colors crayon, 3. Learn to color according to the circumstances, for example, the leaves are colored by using a green crayon. For class B, there are also 3 assessments, namely; 1. Children are invited to draw simple shapes such as humans; there are men and women, draw trees, houses, etc., 2. Children are taught to color and to mix colors such as pink paired with purple, dark brown color paired with yellow, and so on to be a beautiful and interesting color gradation, 3. Children are expected to color slowly from the edge of the line first and then enter the middle so as not to be out of the line and one pattern for example starts from the side continued sideways. If all assessments have been carried out, the child is expected to be able to draw and color as he wishes and guided by the teacher in the final activities.

The increase in children's drawing competence can also be seen from several indicators of drawing results, including: children can produce drawings according to their original shape, children can make diverse and not monotonous drawing results according to the results of observations, increase motivation in drawing because they get better results by applying new models, children can draw according to their interests and objects that are the center of their attention, the child feels comfortable and free in drawing without any element of coercion from the environment related to what they want to do in drawing (Watini, 2020).

Children are expected to be able to draw and color and use their imagination to create a form that he wants. Imagination is an ability to think divergently that children have that is done without limits, as wide as possible and multi-perspective in response to stimulation. By imagining, children can develop their thinking and inventiveness skills without being limited by reality and everyday reality, children are free to think according to their experiences and fantasies (Sukmadinata & Nana Syaodih, 2008). They will continue to think creatively in creating a variety of images according to their imagination. As a result of the observations of researchers, the art learning carried out at Kindergarten in Jember is very good and planned. Extracurricular drawing and coloring activities using simple media such as crayons, A4 drawing books, and black markers, make students interested in participating in art activities and honing their skills and creativity in the field of art and in early childhood teaching, it cannot be separated from the name of the media. With the media, various things conveyed to children will be easily understood, and children will feel pleasure and interest in participating in learning, therefore on questions related to learning media to develop children's interpersonal intelligence (Agustin et al., 2021).

Conclusion

Drawing and coloring are useful as a medium of expression for children, helping children know colors, and increasing imagination for students. By increasing their imagination, leading children to become creative and useful thinkers for them in the future so that children are able to face and find solutions to every problem they face later. The advantage of this study is to use gradation coloring techniques that have never had a similar study in Jember.

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