

## **Efforts to Increase Children's Creativity through Drawing Grafito Techniques at TKIT Bintang Kecil**

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### **Abstract**

This study aims to develop children's creativity in drawing activities with grafito techniques. This research design uses Classroom Action Research (CAR) which is carried out collaboratively in two cycles. The subjects of this study were B grade children of TKIT Bintang Kecil, Cilangkap, Tapos, Depok with a total of 10 students. This Classroom Action Research includes two cycles. Data collection techniques used include: (1) interviews, (2) observation, and (3) documentation. Data was analyzed to determine the success of drawing graphy techniques. Based on the results of the study, it was obtained: in the Precycle before the action was taken, a percentage of 44% was obtained. After being given action in Cycle I the percentage achieved increased to 49%, and in Cycle II it increased again to 76%. From these results, it can be concluded that by using drawing activities, graphy techniques can increase creativity in group B children at TKIT Bintang Kecil, Cilangkap, Tapos. It can be concluded that fun activities and giving interesting assignments can increase children's creativity in drawing graphy techniques.

Keywords: children's creativity, drawing, grafito.

## **1 INTRODUCTION**

Early Childhood Education is a coaching effort aimed at children from birth to the age of six (Lascarides & Hinitz, 2013; Noor & Riinawati, 2021), which is carried out through the provision of educational stimuli to help growth and physical development and spiritually so that children have readiness to enter further education (Suyanta & Suci, 2020).

The coaching referred to in the above policy is one of the efforts made by educators in guiding, nurturing, and providing various useful stimulations to help optimize all aspects of child development. Aspects of early childhood development include the development of moral and religious values, language, physical-motor, socio-emotional, cognitive, and artistic according to the characteristics and needs of children. Good parenting from an early age will have a big influence on the growth and development of a child, especially those from his immediate environment. This will be the main capital for children to learn to communicate, socialize, channel their energy, express their emotions, and develop their creativity.

Children's environments such as homes, schools, and communities must be able to stimulate children's creativity by providing guidance and encouragement to children to be able to express themselves freely, experiment, or explore what they do. And what parents and educators must understand is that creativity does not appear in a void. So, the more knowledge a child acquires, the better the foundations for achieving creative results. One of the learning activities that can develop children's creativity is drawing graphy techniques. Drawing is an instinctive or natural activity for children to tell stories to others in the form of pictures, because almost every day children do this activity to express themselves. Drawing is a very fun learning method for children, because every

child loves to draw. Drawing gives pleasure, satisfaction, and joy because drawing is a medium of expression to express desires, feelings, and thoughts. Drawing has several techniques, and one of the techniques that researchers will use in drawing learning activities for these students, is the grafito technique.

### **1.1 Creativity**

Creativity is a mental process by which an individual creates new ideas or products, or recombines existing ideas and products, in fashion that is novel him or her, or a new product, or a combination of the two which will eventually stick to him (Fazelian & Azimi, 2013; Michalopoulou, 2014). Creativity is the concept of divergent thinking, which is trying to produce a number of possible answers to a question or problem (Gilhooly et al., 2007; Runco & Acar, 2012). Creativity is a person's ability to produce compositions, products or ideas that are basically new, and previously unknown to the creator (Ingold & Hallam, 2021; Parkhurst, 1999; Csikszentmihalyi, 2014; Tarigan, 2020; Copley, 1999). Characteristics of creativity by dividing them into two groups, namely aptitude (creative thinking ability) and non-aptitude (affective) characteristics (Mulyadi, Basuki, & Rahardjo, 2016; Listiyani, Hidayat, & Nulhakim, 2021). Aptitude traits are traits related to cognition, thought processes, while non-aptitude traits are traits that are more related to attitudes or feelings.

Based on the definitions, it can be concluded that creativity is the ability to create something new that is different from before, whether in the form of ideas, products, or real works that have characteristics related to cognition, thought processes (aptitude), and characteristics. traits that are more related to attitudes or feelings (non-aptitude). The characteristics of creative thinking skills (aptitude), include: 1) fluent thinking skills, 2) flexible thinking skills (flexible), 3) original thinking skills, 4) detailing skills (elaborating), and 5) judging skills (evaluating). Meanwhile, affective (non-aptitude) characteristics include: 1) curiosity, 2) imaginative nature, 3) feeling challenged by pluralism, 4) taking risks, and 5) appreciating.

### **1.2 Drawing**

Drawing is making a picture (Loo & Sellbach, 2013). Drawing comes from the basic word "image" which means imitation of goods (people, animals, plants, and so on) made with pencil scribbles and so on on paper and so on. Drawing is the process of making pictures by scratching sharp objects (such as pencils or pens) on a flat surface (such as the surface of a blackboard, paper, or wall) (Hayati, 2022). Drawing is an instinctive or natural activity for children to tell stories to others in the form of pictures, where this activity is done by scribbling, scratching, incising sharp objects to other objects and giving color, giving rise to color (Davies, 1996). This activity starts from moving the hand to create an image form by accident, to drawing for a specific purpose.

Based on those definitions, it can be concluded that drawing is making an image by scratching sharp objects (such as pencils or pens) on a flat surface (e.g. the surface of a blackboard, paper, or wall) which is the embodiment of wishful thinking or a statement of feelings, desired expressions, and thoughts. In drawing activities, the media and tools used must be able to stimulate children's interest in making an image without any compulsion. One of the tools that children often use in drawing is a crayon. Crayons are also one of the tools that are widely varied in their use techniques. Besides being safe for children, with thick textures and attractive colors, the use of crayons also makes it easier for teachers to cultivate children's creativity. One of the techniques used in drawing learning activities for students is the grafito technique.

### **1.3 Grafito Technique**

Pratama Rian and Budi, explained that the technique of graphito is often taught in Kindergarten. The technique is done by overwriting black on many colors that have previously been scratched. After that, scraped with a scraper as used in the scraping

technique. Grafito technique is a drawing technique by overwriting bright colors that have been previously scratched using dark colors, which are then scraped using a stick or other pointed object to produce an image (Veryawan & Tursina, 2022).

From the description above, it can be concluded that the grafito technique can also be referred to as a technique of scratching on crayons that have been scratched on paper media. Bright colors that have been scratched first, will be overwritten with dark colors (black, dark brown, or dark blue) until they are all covered. After the bright colors are covered, then the children will scratch the scraper on it so that the basic colors will appear and produce more unique and interesting paintings. The steps for drawing using the grafito technique are as follows. The first, the teacher prepares the necessary tools for drawing, such as a picture book, crayons, and scrapers (sticks, toothpicks, skewers, ballpoint pens that have no ink in them, or scrapers that have been provided for certain crayon products). Second, the teacher demonstrates how to draw with the grafito technique, namely: (a) scribble at least 3 kinds of bright color crayons on the drawing book paper completely; (b) then, block the bright crayons using dark crayons until all surfaces are covered; (c) next, start drawing using the scraper tool provided on the surface that has been blocked with the dark crayon earlier. Third, children draw with grapho techniques. Forth, when finished, the child tells the result of the picture. Then, the teacher helps write the title of the picture according to the child's imagination. The last, children's work is given an assessment or award and stored in their respective lockers for preparation.

## 2 RESEARCH METHODS

This study uses a classroom action research approach. This research is a collaborative classroom action research, namely classroom action research in which researchers work together with classroom teachers to solve problems in the classroom. In this collaborative research, the party who takes the action is the teacher himself, while the one who observes the action process is the researcher. The main objective of classroom action research is to provide better learning services for students. The main objective of classroom action research is the development of learning process skills faced by teachers in their classrooms. Through classroom action research, teachers can develop various models of varied teaching methods so that learning activities are not boring. The research model used in this classroom action research is the research model of Kemmis and Mc. Taggart. The model proposed by Kemmis and Mc. Taggart is essentially in the form of devices or strands with one set consisting of four components, namely: planning, action, observation, and reflection. The four components in the form of strands are seen as one cycle. Therefore, the understanding of the cycle on this occasion is a round of activities consisting of planning, action, observation, and reflection.

If in one cycle, the researcher is sure of the given action and has experienced an increase in self-concept based on the criteria in the planning, the research is complete. But if not, the next cycle will be held. This Classroom Action Research is planned to be carried out in two cycles, where each cycle consists of the stages of action planning, action implementation, observation or observation, as well as analysis and reflection. Research is declared to have achieved the learning objectives if the number of children who develop as expected reaches at least 75% and it is stated that children's creativity develops very well if it reaches higher than 75%, whereas if it is less than the criteria, it is declared that it has not been completed successfully.

The indicators of creativity to be achieved are as follows: 1) children are able to answer questions with a number of answers, 2) work faster and do more than other children, 3) are able to produce varied images, 4) are able to create images that are different from others. friends, 5) have a strong sense of beauty so that they are not satisfied with the appearance of empty or simple images, 6) are able to develop or enrich other people's ideas, 7) are able to tell the contents of the images made clearly to

others, and so on well, whereas if it is less than these criteria, it is declared that it has not been completed successfully.

### 3 RESULTS AND DISCUSSION

This research was conducted as an effort to increase creativity through the activity of drawing graphito techniques for group B students at TKIT Bintang Kecil, Tapos, Depok in the 2021/2022 academic year with 10 children as research subjects. Before taking action, the researchers looked at the initial data on children's creativity followed by taking action cycles consisting of two cycles.

Table 1. Recapitulation of Data Analysis Result

Preaction	Results After Action	
	Cycle I	Cycle II
44%	49%	76%

The increase in creativity through the activity of drawing graphy techniques can be described in Figure 1.

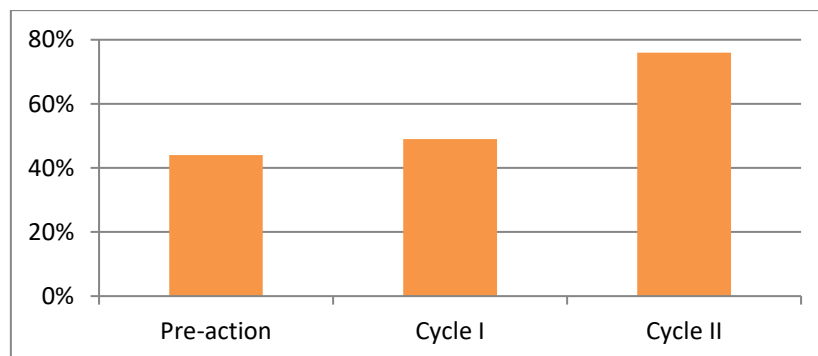


Figure 1. Graphics of Students' Creativity Achievement

Based on the data in Figure 1, it can be seen that creativity through the activity of drawing graphy techniques increased from pre-action, Cycle I, to Cycle II. In cycle II, learning is made more interesting and fun by playing games, clapping, or watching videos according to the theme first so that children are more enthusiastic in participating in learning to draw graphy techniques. And it turns out that learning in the classroom has increased, is more conducive, children's motivation is increased, and children really enjoy learning to draw graphy techniques. This is evidenced by the average percentage of the value of creativity skills through drawing graphy techniques in the second cycle is 45 or (76%) with children who have developed very well there are 6 children (60%), developing according to expectations there are 2 children (20 %) and started to develop 2 children (20%). Thus, in the second cycle, the research criteria have been determined, namely the average value of 45 and the success criteria of 75%.

Table 2. Total and Percentage of Student Achievement

Achievement	Total Students			Percentage (%)		
	Pre-action	1 <sup>st</sup> Cycle	2 <sup>nd</sup> Cycle	Pre-action	Cycle I	Cycle II
Not Complete	8	7	2	80%	70%	20%
Complete	2	3	8	20%	30%	80%

The increase in students' creativity achievement based on total students and the percentage can be described in Figure 2.

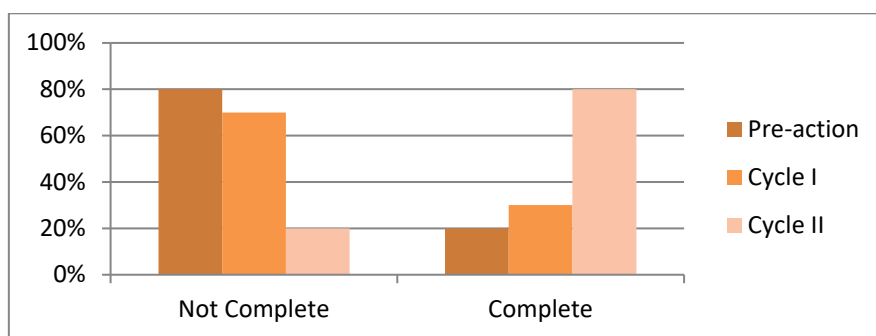


Figure 2. Graphics of Students' Achievement based on total students and the percentage

Based on Figure 2, children's creativity can be seen an increase from Cycle I to Cycle II as much as 49% in cycle I and 76% in cycle II, the research is said to be successful with 75% learning completeness. With the criteria of abilities such as: 1) the child is able to answer questions with a number of answers, 2) works faster and does more than other children, 3) is able to produce varied images, 4) is able to create different images from his friends, 5) have a strong sense of beauty so that they are not satisfied with the appearance of empty or simple images, 6) are able to develop or enrich the ideas of others, 7) are able to tell the contents of the images made clearly to others, and so on.

#### 4 CONCLUSION

Based on the results of the research that has been described, conclusions and suggestions are obtained regarding learning to draw with the grafito technique in group B, at TKIT Bintang Kecil, Tapos, Depok. The increase in children's creativity can be seen from the results of pre-action observations the average class obtained is 44% while in the first cycle it reaches 49%, then the child's development increases by 5%, and in the second cycle the child's development has reached the target of 76%. So from cycle I to cycle II, children's creativity increased by 27%. Meanwhile, from pre-action to cycle II, there was an increase of 32% and this has achieved the achievement target well. This research is said to be successful if at least 75% of students have mastered the subject the following: 1) the child is able to answer questions with a number of answers, 2) works faster and does more than other children, 3) is able to produce varied images, 4) is able to create images that are different from his friends, 5) has a sense of beauty strong so that they are not satisfied with the appearance of empty or simple images, 6) are able to develop or enrich the ideas of others, 7) are able to tell the contents of the images made clearly to others, and so on.

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