

Enhancing Drawing Creativity Through Pancasila-Based Learning

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Abstract

This study aims to improve drawing creativity through learning based on the Pancasila student profile conducted on 15 children in group B at Ra Nurul Ihsan Sukapura, Cakung, North Jakarta even semester of the 2023-2024 school year. The method used in this research is Classroom Action Research which has gone through 2 cycles. The research went through several stages, namely observation, cycle 1 and cycle 2, the final results in cycle 2 found that there was a significant increase with 14 children (93%) showing increased creativity in the art of drawing. The author concludes that learning based on the Pancasila learner profile can improve creativity in drawing art in class B children at Ra Nurul Ihsan, Sukapura, Cakung, East Jakarta. Keyword: : early child education, drawing creativity, pancasila student profile.

Keywords: Children aged 5-6 years, drawing creativity, Pancasila Student Profile.

1 INTRODUCTION

Early childhood education is learning that is done characteristically and academically to children who are at a golden age. At this time the development of children runs very rapidly and requires appropriate stimulation to be effective and have a major impact on their later life. In developing the six aspects of development in children, Duncan, et al, 2023. A PAUD teacher must know the characteristics of education in accordance with the developmental tasks that must be fulfilled by children, as a manifestation that the development of children has been well lived, thus creating children who excel academically and are also good in character (Panev, V., 2020; Hadiny et.al/. 2023; Ernawati et.al., 2023; Mansoer, Z., & Susliah, E., 2024).

Creativity activities are related to children's desires and imaginations that they want to express in the form of work (Nipriansyah, et.al, 2021; Nadar, W., & Pujiyanti, Y., 2024; Syaikh, et.al, 2022; Kartikah et.al 2022; Vashti, et.al., 2022; Utami & Vioreza., 2021). Art education allows children to develop imagination, think creatively, work in groups, and develop a variety of thinking skills. One common creativity activity in children's learning is drawing, which is part of the creativity dimension in the Merdeka Curriculum. This curriculum is used as a reference for all educational institutions and its socialization is still ongoing. One of the objectives of the Merdeka Curriculum is to realize the Pancasila learner profile, which is lifelong learning with global competence and behavior in accordance with Pancasila Veryawan, et al (2023). All learning in strengthening the Pancasila learner profile contains Pancasila values from the first to the fifth precepts, as an effort to build the character of students who recognize, understand, and implement Pancasila values in their lives.

According to the book of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, the Pancasila learner profile is "Indonesian students are lifelong learners who are competent, have character, and behave according to the values of Pancasila." The

competency of the Pancasila Student Profile takes into account internal factors related to the identity, ideology, and ideals of the Indonesian nation as well as external factors related to the context and challenges of the life of the Indonesian people in the 21st century, facing the era of revolution, industry 4.0 (Utami, P. P., 2024; Vioresa, N., et al., 2023; Hikmah, S. N., & Vioresa, N., 2023).

Creativity has many benefits for child development, especially in relation to the character-based Pancasila Learner Profile. Here are some of the key benefits: Development of Imagination and Innovation, creativity helps children develop imagination and the ability to think outside the box (Shkabarina, M. A., Verbytska, et al., 2020; Andriyani et al., 2023; Alsaudi, A. T. B. D., & Herminastiti, R., 2024; Saputri et al., 2024). This is important for the creative dimension in the Pancasila Learner Profile, improved critical thinking skills: through creative activities such as drawing, children learn to observe details, make decisions and solve problems. Cooperation and collaboration, creative activities done in groups teach children about cooperation and gotong royong, which corresponds to the gotong royong dimension. Independence development, creativity also helps children learn to work independently, take initiative, and develop self-confidence, which supports the independent dimension. Character Building and Pancasila Values creative activities can internalize Pancasila values in children, such as appreciating diversity, behaving in accordance with norms, and having a sense of responsibility Zakso, A., et al (2022). Thus, creativity not only develops artistic skills but also supports the character building desired in the Pancasila Learner Profile.

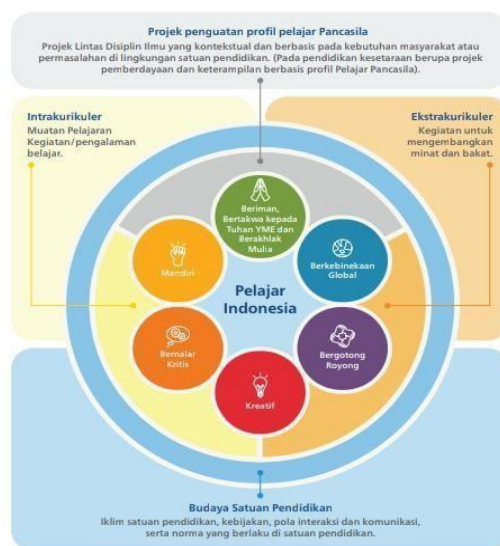


Figure 1. Dimensions of the Pancasila Learner Profile

According to the decision of the Head of the Standards, Curriculum and Educational Assessment Agency regarding learning outcomes in early childhood education, basic education levels, and secondary education levels in the independent curriculum, learning outcomes will provide direction in accordance with the age of child development in all aspects of development to be developed. The scope of the learning outcomes of the independent curriculum in PAUD units is in accordance with: 1. Religious values and manners, which include basic abilities - the basics of religion and noble character namely: a. Children believe in God Almighty, begin to recognize, practice the main teachings in accordance with their religion and beliefs. b. Children actively participate in maintaining cleanliness, health and safety as a form of affection for themselves and gratitude to God Almighty. c. Children respect fellow human beings with their various differences and practice good behavior and noble character. d. Children respect nature by taking care of it

and showing affection for living things which are the creations of God Almighty; 2. Self-identity a. Self-identity is made up of several elements consisting of : introduction to the identity of the Indonesian child b. which is emotionally and socially healthy and based on Pancasila, and has physical independence, namely: c. Children recognize, express, and manage their own emotions and build social relationships in a healthy manner. d. Children recognize and have positive behaviour towards themselves and the environment (family, school, community, country, and world) as well as a sense of pride as an Indonesian child based on Pancasila. e. Children adjust to the environment, rules, and norms that apply. f. Children use movement functions (gross, fine, and tactile motor) to explore and manipulate various objects and the surrounding environment as a form of self-development. 3. Fundamentals of Literacy, Mathematics, Science, Technology, Engineering and the Arts Fundamentals of literacy are the ability to understand a variety of information and communicate and participate in pre-reading activities. Each element of stimulation should be used as a basis for exploring aspects of a child's development as a whole, rather than in isolation, as follows: a. The child recognizes and understands a variety of information, communicates feelings and thoughts orally, in writing, or using a variety of media and builds conversations. b. The child shows interest, passion, and participates in pre-reading and pre-writing activities. c. The child recognizes and uses pre-math concepts to solve problems in daily life. d. The child demonstrates basic critical, creative and collaborative thinking skills. e. Children demonstrate curiosity through observation, exploration, and experimentation using the surrounding environment and media as learning resources, to gain ideas about natural and social phenomena. f. The child demonstrates the early ability to use and engineer technology and to seek information, ideas and skills safely and responsibly. g. The child explores various art processes, expresses and appreciates works of art (Kemendikbud, 2022).

According to Utami Munandar, creativity is the result of the relationship between individuals and their environment, Yusoff, et al (2023) the ability to make new combinations, according to data, gossip, or elements that already exist or are known before, namely all the experiences and knowledge that a person has gained during his life both in the school environment, family and from the community.

Forms of creativity According to Jamaris explains that in general certain forms of creativity appear in the thinking process when someone solves a problem, namely: a. Fluency in providing answers and/or expressing opinions or ideas b. Flexibility as the ability to present different options in solving problems c. Originality as the ability to create various ideas or original works from one's own thoughts d. Refinement as the ability to expand ideas and aspects that may not have been thought of or seen and not seen by others. e. Perseverance and patience in uncertain situations creativity arises based on a problem and becomes a meaningful and useful solution, thus being able to show that it is an independent skill not the work of others Sapaat, S. (2023).

According to Faizah, 2024 says that early childhood has its own characteristic creativity activities because it is still at the beginning of development, children's imagination develops according to the stimulation received by children, here are examples of creativity activities that children participate in such as: 1. Visual Creativity is Children often express their creativity through fine arts such as drawing, coloring, and shaping. with materials such as clay or paper 2. Speech and role-play creativity i.e. Children want to talk and imagine. They often act and pretend to be certain characters or conditions. 3. Solution-seeking creativity, children often think out of the box when looking for solutions to everyday problems. They think creatively when overcoming obstacles. 4. Creativity by combining ideas, children can combine different ideas to create something new. For example, combining pieces of toys to create new shapes. 5.

Creativity in music and movement i.e. Children love to sing, dance and write songs This is a form of creativity that involves physical and emotional expression Faizah, et al (2024).

According to Utami Munandari, Nasution, et al (2023), the indicators of creativity of children and teachers are: a. Have great curiosity b. Ask meaningful questions frequently

c. Provide many ideas and suggestions on problems, d. Ability to express opinions creatively and productively. Stages of Drawing: Experts have extensively examined the pattern of development of children's drawings, among which the most frequently referred to is the periodization of children's drawings conducted by Victor Lowenfield and W. Lambert Brittain in his book *Creative and Mental Growth*. But as Tabrani reminded in Tarjo, basically every child is unique, although the outline of the development of the image is the same. In addition, the boundaries of each stage of development are not very firm. The stages of children's drawing development according to Goodman, et al (2022), are described as follows: `

1. The Scribbling Stage During the scribbling period (2-4 years), children are not yet able to control hand movements. The result of scratching is invalid. Then the child realizes the movement of the hand and scratches, then the scratches change different shapes, from scratches in the form of long lines to short lines that have no particular direction and repeat until they develop. into shapes like tangled threads.



Figure 2. Stage of scribbling

2. Pre-Schematic (In childhood 4-7 years)

At this time the child begins to control his hands. The lines produced are no longer smudged. Children begin to compare their work with the objects they see. then draw shapes that connect with the surrounding world.



Figure 3. Pres-schematic

3. The period card (7-9 years old) stages the diagram of the concept of the basic shape of the final object. Children's observations become more detailed. Children know the relationship between the natural environment and themselves. Pra-Skematik (Pada masa kanak-kanak 4-7 tahun) At this time the child begins to control his hands. The lines produced are no longer smudged. Children begin to compare their work with the objects they see and then draw shapes that connect to the world around them.

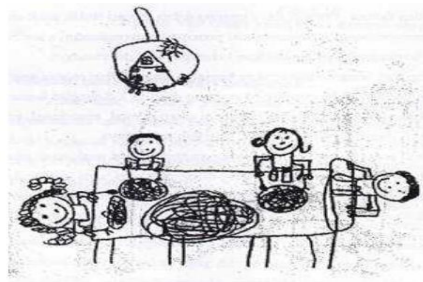


Figure 4. Period card

Based on the above opinion, the author conducted a study on whether using Pancasila student profile-based learning can improve drawing creativity in group B children at Ra Nurul Ihsan, Sukapura, Cakung, North Jakarta.

The purpose of this study is to improve the creativity of drawing art in children as well as for children to have creative, critical, solution, mutual cooperation and independent characters in accordance with the values of Pancasila.

2 RESEARCH METHODS

In this study, researchers used the Kemmis-Taggart PTK model, which is an intertwined in one unit consisting of three components, namely planning, action and observation, and reflection Rosidah, F., & Hasanah, D. U. (2022) to achieve the research objectives, in this classroom action research, the researcher adopted the design made by Kemmis and Mc Taggart, which consists of planning, action, observing, and reflecting (Fitriyani, 2023; Atmazaki et.al., 2023). The following is a chart of the PTK cycle used by the author.

3 RESULT AND DISCUSSION

In this study, researchers used the Kemmis-Taggart PTK model, which is an intertwined in one unit consisting of three components, namely planning, action and observation, and reflection. To achieve the research objectives, in this classroom action research, the researcher adopted the design made by Kemmis and Mc Taggart, which consists of planning, action, observing, and reflecting (Fitriyani, 2023). The following is a chart of the PTK cycle used by the author.

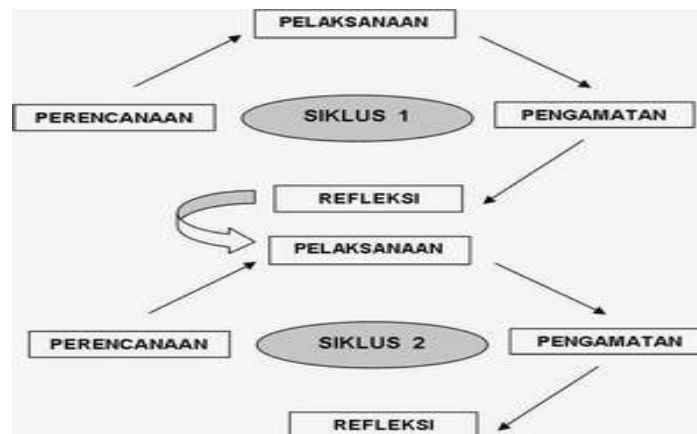


Figure 5. Kemmis Taggart's PTK cycle

Steps of Kemmis Taggart PTK research: In Kemmis-Taggart research, the author follows the research steps consisting of cycles, each cycle consists of 4 stages: 1. Planning, 2. Implementation, 3. Observation, 4. Reflection

The number of cycles is not determined depending on the achievement of research targets based on the success criteria, STKIP Kusuma Negara sets a minimum of 2 cycles so that the increase in achievements between cycles can be clearly seen. Each action cycle has the same stages but the results if it has not reached 75% then the cycle will be repeated until it reaches the set value standard, the following is an explanation of each cycle. Langkah-langkah penelitian PTK Kemmis Taggart.

2.1. Research Results

3.1.1. Pre-action Cycle Results

Table 1 Result Of Pre-Action

Nam	Na	A	Ni	Na	Saa	Al	Ai	A	A	Ra	Di	Wil	A	A	Tsa
a	u	n	s	r	f	t	r	y	d	f	r	d	z	r	q
Nilai	1	1	1	1	1	1	1	1	1	1	1	2	1	1	2

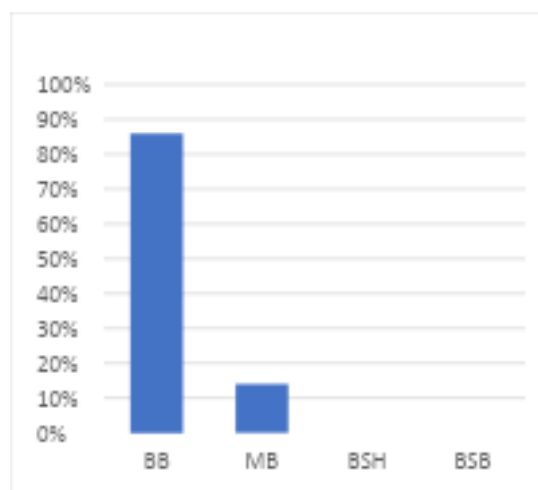


Figure 6. Result of Pre-action Cycle Result

Pre-action cycle result : Based on the percentage calculation of the students' scores above, only about 6.3% out of 15 students, or 2 children (14%), showed a "Starting to Develop" level, while the remaining 13 children (about 86%) have not developed yet. Therefore, the researcher felt the need to take action in the first cycle.

1.1.1. Cycle 1 Results

Based on the research results, during the pre-action condition, the drawing ability of students in class B3 at RA Nurul Ihsan only reached 13.3%, which was at the "Beginning to Develop" (MB) stage. Therefore, the researcher will proceed to Cycle 1.

Table 2 The Cycle 1 Result

	Nam a	P1	P2	P3	P4	Total	Rata - rata
1	Nau	1	2	2	2	7	1,75
2	An	1	1	2	4	8	2
3	Nis	1	1	1	2	5	1,25
4	Nar	1	2	4	4	11	2,75
5	Saaf	1	2	2	3	8	2
6	Alt	1	2	2	2	7	1,75
7	Air	1	1	2	4	8	2
8	Ay	1	2	3	4	10	2,5
9	Ad	1	2	2	4	9	2,25
10	Raf	1	1	2	4	8	2
11	Dirg	1	1	4	4	10	2,5
12	Wild	2	4	4	4	14	3,5
13	Az	1	1	2	4	8	2
14	Ar	1	2	2	2	7	1,75
15	Tsaq	2	2	3	4	11	2,75

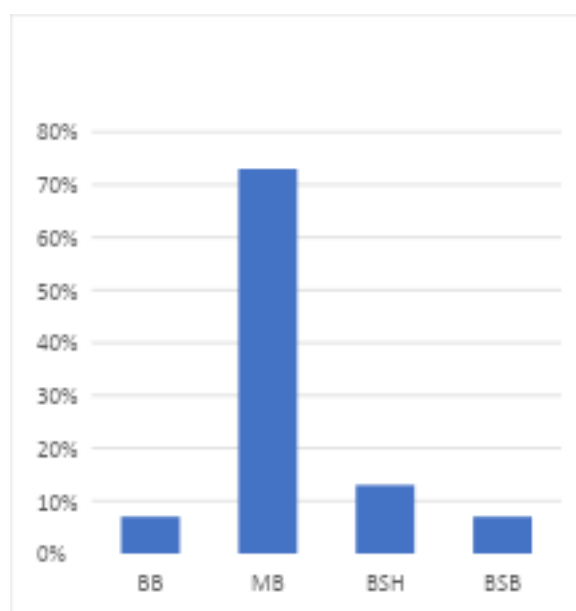


Figure 7. Cycle 1 result

Cycle 1 result : the number of children with "BB" (Below Expectation) ability was 1/15, or 7%; the number of children with "MB" (Starting to Develop) ability was 11/15, or 73%; the number of children with "BSH" (Developing as Expected) ability was 2/15, or 13%; and the number of children with "BSH" (Advanced) ability was 1/15, or 7%.

1.1.2. Cycle 2 result

The results of the second cycle assessment show that the children's ability has improved quite well, as the researcher has conducted several cycles, and each child now understands the concept of the image they are going to create. They draw using their imagination, combining different shapes, and they know the uses of objects as well as the differences between inanimate objects and living creatures. Ultimately, it is expected that the students will produce satisfying results.

The assessment results in this table prove that there has been a better improvement compared to the previous cycle. This can be seen in the observation table, where we can observe the development of the children's drawing skills as follows:

Table 3 The Cycle 2 Result

No	Nam a	P1	P2	P3	P4	Total	Rata – rata
1	Nau	2	4	4	4	14	3,5
2	An	2	3	3	4	12	3
3	Nis	2	4	2	4	12	3
4	Nar	2	2	2	4	10	2,5
5	Saaf	2	4	2	5	13	3,25
6	Alt	4	3	4	4	15	3,75
7	Air	1	2	4	4	11	2,75
8	Ay	2	4	4	4	14	3,5
9	Ad	2	2	4	4	12	3
10	Raf	4	4	4	4	16	4
11	Dirg	4	2	2	4	12	3
12	Wild	2	4	4	4	14	3,5
13	Az	2	4	4	2	12	3
14	Ar	2	4	4	2	12	3
15	Tsaq	4	5	3	4	16	4

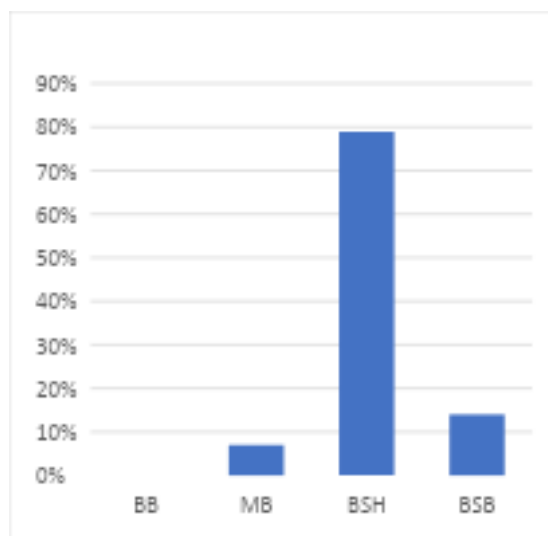


Figure 8. Cycle 2 result

Based on the observation above, it can be stated that Cycle 2 result : Based on the assessment results above, it can be seen that the "MB" ability level was only 1/15 children, or 7%, while the "BSH" ability level reached 12/15 children, or 80%, and the "BSB" ability level was 2/15 children, or 13%. Therefore, in this second cycle, it is evident that the children in the "BSB" and "BSH" levels have reached 93%. This proves that there has been an increase of 93%, which exceeds the success criteria of 75%.

From the results of all cycles, it can be concluded that students' abilities have progressed since pre-action as much as 100% or as many as 15 children are in the ability of BB, 60% and MB 13% increased in cycle 2 which reached 93% or 14 children (BSH, 73% and BSB, 20%) and only 1% remained in MB.

3.2. Discussion

According to the Ministry of Education and Culture, Pancasila learners are characters and abilities that are built in daily life and lived in each individual learner through the culture of the education unit, intracurricular learning, Pancasila learner profile strengthening projects, and extracurricular activities. According to Nurul Zuriah and Hari Sunaryo, the Pancasila learner profile is defined as a description of the character abilities of students in the country of Indonesia (Kemendikbudristek, 2022).

The dimensions of the Pancasila learner profile are elements that become concepts that will become a reference for providing learning to all level students whose institutions use the independent curriculum, here are 6 dimensions that exist in the context of independent curriculum learning: Believe, fear God Almighty, and have noble character, global diversity, mutual cooperation, independence, critical reasoning, creativity.

According to Gunarti, in Masganti, 2016, drawing is a natural process experienced by all children, children begin to try to draw tools and make marks on paper from an early age, and as they develop, the marks described begin to have meaning. Drawing eventually becomes the child's way of expressing his understanding of the world and everything that is important to him. In the early stages of a child's development, it is important to focus on the process, not the end result. Children do not need to be taught to draw formally. The best way to teach them is to give them freedom of expression through free drawing. In another study conducted on grade II students of SD Negeri Kalipetir, Kapanewon Pengasih, Kulon Progo Regency in the 2023/2024 academic year as many as 10 students. In the research conducted Based on the findings discussed, the Classroom Action Research conducted shows that creativity and independence using the Project Based

Learning model have increased as seen in the average percentage of pre-cycle creativity which is 65%, cycle I is 75%, and cycle II is 87.5%. Meanwhile, the pre-cycle average independence element is 65%, cycle I is 77.5% and cycle II is 85%. So the class action research that aims to strengthen the value of the Pancasila student profile elements of creativity and independence through the Project Based Learning model is declared successful because it has passed the achievement of 80% (Khaningrum, 2023).

4 CONCLUSIONS

This study aims to improve the creativity of early childhood drawing art through Pancasila Student Profile-based learning. Based on the results of the research, it was carried out in several cycles of action with the following results. Cycle Part-action: shows, as many as 2 out of 15 children (14%) showed an increase in creativity skills in the art of drawing. Cycle 1: after the implementation of Pancasila Learner Profile-based learning, the number of children who showed an increase in creativity increased to 6 children (40%). Cycle 2: In this cycle, there was a significant increase with 14 children (93%) showing an increase in creativity in the art of drawing. From the results of this study, it can be concluded that Pancasila Student Profile-based learning is effective in improving the creativity of early childhood drawing art at RA Nurul Ihsan. The significant improvement from the part-action cycle to cycle 2 indicates that this method can be widely applied to achieve similar results.

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