



GRAFFITI TECHNIQUE DRAWING ACTIVITIES: IMPLICATIONS FOR CHILDREN'S CREATIVITY

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Abstract

This reseach aims to know the implication of graffito technique to children cewativity. This research was conducted at RA Al-Ikhlas. The subjects were students of RA Al - Ikhlas group B, totaling 15 children. This study uses a classroom action research (CAR) model which consists of 2 cycles. The procedure of this research is planning, implementation, action and reflection. In interpreting the results of the analysis carried out during the process of drawing activities with the grafito technique, the researcher used percentage analysis to obtain results about increasing the development of creativity in early childhood through the application of drawing activities with the grafito technique and analysis tests using the average child and the criteria for mastery learning children. The results showed that the implementation of drawing activities with the grafito technique in cycle II showed excellent achievement with the level of development as expected, which was 80%. Thus, through the application of drawing activities with graffito techniques to the development of early childhood creativity in group B in RA Al-Ikhlas.

Keyword : drawing, graffito technique, children's creativity

Introduction

Golden age is the period of growth and development of a child who needs help from adults in his environment. It can be a stimulus for the physical, spiritual and skill growth of the child.

Stimulation can be in the form of doing several activities that can develop various potentials that children have that include religious and moral values, motor physique, language, cognitive, social emotional and artistic (Veryawan et al., 2020). Educators are a forum in helping children in the school environment also have a great responsibility in helping children grow and develop, both physically and children's skills. As a parent or educator, you need to develop and provide a variety of positive stimulation so that children can be creative (Putro, 2016).

The success of children's learning is strongly influenced by the creativity of educators making the main learning methods in the field of art development, which serves to develop skills in order to equip children in their work and foster beauty and the ability to appreciate the results of art. The potential that exists in children will be explored optimally with the help of teachers in the form of motivation and encouragement in an effort to foster and improve the values of beauty in children (Yulida & Veryawan, 2018). Creativity shows the ability of students in creating new works that are products of creation and is an attitude that must be owned by early childhood to make children who are creative, independent and responsible can be realized to get something new, creativity can produce a pleasant life.

Creativity is the ability to connect new elements with existing ones or be able to provide a new idea that can be applied in problem solving (Putro, 2016). A way that can ignite the sparks of early childhood creativity is to free the child to pour his thoughts. Munandar (Priyanto, 2014) it also defines creativity as the ability to connect new combinations or associations based on materials, information, data or elements that have existed before becomes meaningful and useful.

According to Rachmawati explained that there are several steps that can develop children's creativity, namely: 1) invite children to form something freely creating a product in developing children's creativity and cognitive, 2) children can learn directly from their experience by inviting children to explore in order to develop their creativity, 3) invite children to learn to solve a problem through experimental activities, 4) make a work through project activities carried out in groups in the development of creativity, 5) children are invited to be creative with music by involving the listener's senses and musical instruments, 6) storytelling, telling experiences that have been listened to is development through language, 7) through activities involving the child's imagination will help children in developing children's creativity (Debeturu & Wijayaningsih, 2019).

Based on the results of observations that researchers made about early childhood creativity in the field has not developed optimally. This can be seen from the work of children who are still not in accordance with what is expected by the teacher. Children still have difficulty in applying color, children are also difficult to develop ideas and imaginations that they have, children are also still fully imitating those exemplified by the teacher. Suyatmi (Rahmawati et al., 2020) explain that the child sees or observes an existing image then imitates and can eventually produce the child's own thoughts. This is also assumed to be less maximal because it obtains the same stimulation, namely too often carrying out drawing activities using crayons or markers so that it has an impact on the development of children's creativity, less varied drawing activities carried out and has not developed coordination of eye

movements with the hands, arms and body simultaneously children.

Many types of art activities that can stimulate the development of early childhood creativity such as: playing with plasticine or playdough, painting with fingers, printing, printing, sewing, drawing, coloring, collage, finger painting, painting with thread pulling techniques, blowing color bubbles, drawing with graphite techniques and so on. The level of achievement of child development of children aged 5-6 years includes 1) Singing songs with the right attitude, 2) Using a variety of traditional musical instruments and other musical instruments to imitate a certain rhythm or song, 3) Playing simple dramas, 4) Drawing various forms, 5) Painting in various ways and objects, 6) Create a work like a real shape with various materials (paper, plasticine, beams etc) (Kemendikbud, 2014).

Art activities can be used in learning activities and art also has many elements of play. Artistic talent cannot be learned but born. Art is something that deals with one's imagination, soul, and thinking power in capturing the situation around. That is, artistic talent unlike other engineering abilities that can be easily learned and excavated from a figure, in a teacher for example. However, artistic talent is a privilege born of intuition, a bearing that continues to be explored and nurtured, such as through strong and consistent exercises (Lailiyah, 2020).

In early childhood the development of art can be developed through drawing activities. Drawing is a fundamental form of fine art. Jauhari (Tirtayati et al., 2014) stating that drawing is a mental and visual disclosure of what he experiences in the form of lines and colors. Drawing is a form of technical and stylistic exploration, excavation of ideas and creativity, and can

even be an expression and self-actualization. Drawing activities are a combination of skills, creativity, sensitivity of taste, ideas, insight and knowledge. Drawing activities in early childhood have a purpose that is in accordance with aspects of art development, namely in order to facilitate children's free expression to improve the function of the soul, copyright, taste and karsa in everyday life (Pamadhi, H., & Sukardi, 2013). According to (Nainggolan et al., 2018) drawing is an activity that uses a large selection of tools and techniques in forming an imagination. This drawing activity is done by crossing out, scraping, chalking tools or objects into other objects and giving color, giving rise to images. Drawing is an activity of moving the shape of an object to the top of a two-dimensional plane by scratching it that can leave an impression or mark.

Drawing activities can be applied with graffito technique. The graphiteo technique is a technique of scratching drawing paper by concentrating bright colors first, then concentrating again with dark colors (black and dark brown) until the basic colors are covered all, then the child draws using a rattlesrik tool on it until the base color will appear and will produce a more interesting base color. The intended rattlesnake tool is a material or object whose edges are flat and rather hard, such as a lidi or pen that has been inked out (Panda et al., 2019). Free drawing activities can develop children's fine art skills, because children are able to bring out ideas or imaginations that children have and by using graffito techniques will provide pleasure to children because when children draw will appear varied colors (Pertiwi & Mayar, 2020).

The steps of drawing with graphite technique are to prepare tools for drawing such as crayons, A4 size drawing

paper, and rattlesnakes (lidi, toothpicks, used pens, or kerik tools that have been provided on certain pastel products). Demonstrating drawing with graphite technique namely: a) Scratching at least 3 kinds of bright colors of crayons on paper in full, b) Then on the block using crayons with dark colors until all surfaces are covered all, c) The next stage is to start drawing using a rattlesnake tool on paper that has been blocked with the dark color of crayons, d) Master draws with graphite to technique, e) Write the title of the painting according to imagination and f) The work is collected (Suganda et al., 2018).

Previous research conducted by (Hidayati, 2016) that the assessment prioritizes the assessment of the process that is complemented by the assessment of results or products. Assessment of the process is carried out during the learning activity and product assessment is carried out on the results obtained by the child in one learning activity. Of the 11 children's works at Depok National Kindergarten, Sleman, Yogyakarta, it is known that one child gets one star, two children get two stars, four children get three stars, and four children get four stars.

Research Methods

This research was conducted at RA Al-Ikhlas which is located at Road Mosque Alley Meliala North Region Labuhanbatu Regency. This study consists of 2 cycles and starts from October 07 to 26, 2019. The subject of this study is a protégé of RA Al - Ikhlas group B which amounts to 15 people consisting of 7 men and 8 women with the theme developed is plants. This study uses a class action research model consisting of 2 cycles. Each cycle is carried out in accordance with the theme and factors studied. This research procedure is planning, implementation,

action and reflection. The technique that will be used to collect data is by observation technique, where this observation is carried out by means of observation of children from before the activity until the end of the activity. By choosing the right data collection techniques can make the achievement of problem solving in research appropriately.

Results and Discussion

After carrying out the process of cycle I activities, the author reflects on improving learning activities. From the results of activities carried out by children from 15 children only 4 children who obtained the predicate BSB (Developing Very Well), 3 children obtained the predicate BSH (Developing According to Expectations), 2 children obtained the predicate MB (Starting to Develop) and 6 children obtained the predicate BB (Not Yet Developed), this result is assumed because the explanation I conveyed is not understood by the child, The methods and media provided are less interesting, the author is less motivating to the child in carrying out the activities carried out and strengthening and feedback on the results of children's activities is less motivating for children. In the first cycle of research there are several findings that are of concern to research, teachers and peers, namely: the process of learning activities is fun, although there are still many shortcomings, only 4 children can do activities according to predetermined indicators, 6 children who have not been able to follow activities properly, this can be seen from three aspects of research that have not been fulfilled and children are not focused and feel bored because the media and activity methods are lacking true. This can be described in the table below:

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Table 1. Result of Percentage of Cycle Feeding I

No	Assessed aspects	Number of Children			
		BB	MB	BSH	BSB
1	The child is able to produce an image Presentase	6 40%	2 13,3%	3 20%	4 26,7%
2	Children are able to produce works originally and independently Presentase	6 40%	2 13,3%	3 20%	4 26,7%
3	Children are able to combine in a work of drawing Presentase	6 40%	2 13,3%	3 20%	4 26,7%

Information:

BB : Undeveloped

BSH : Develop As Expected

MB : Start To Grow

BSB : Developed Very Well

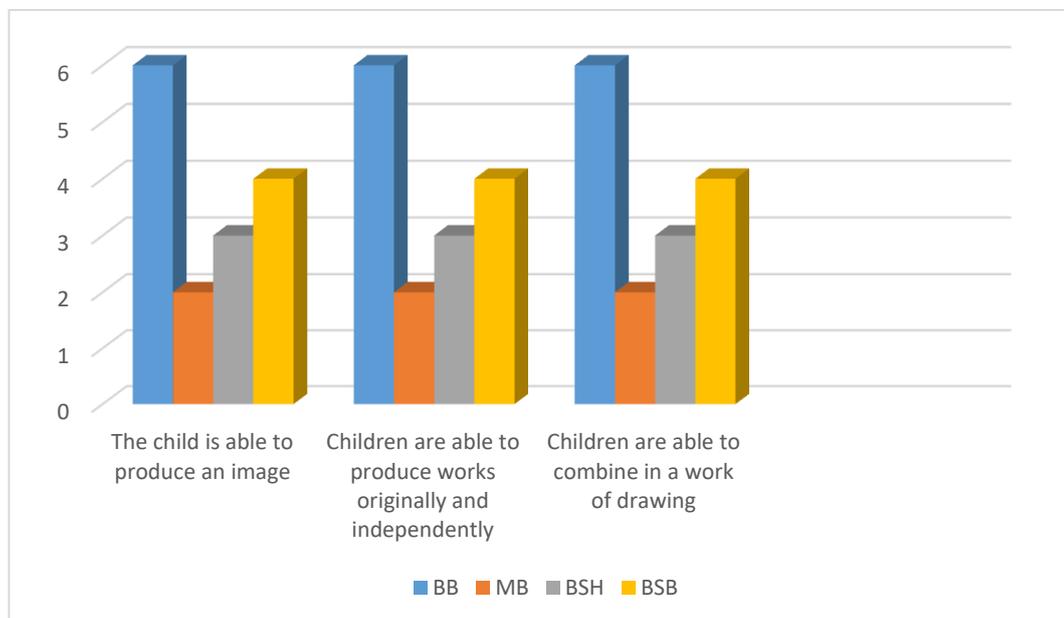


Figure 1. Cycle Assessment Result Bar Chart I

Based on the data from the diagram above, it can be seen that children are able to produce an image, children are able to produce works originally and independently and children are able to combine in an image that gets the predicate of Very Good Development (BSB) which is 4 people with a percentage of 26.7%, who get Developed As Expected (BSH) which is 3 people

with a percentage of 20%, who get the predicate Start to Develop (MB) which is 2 people with a percentage of 13.3% and who get the predicate Has Not Been Developing (BB) is 6 people with a percentage of 40% thus the success rate of the implementation of drawing activities with graphite techniques by showing the success rate for the development of early childhood creativity is still fairly low or has not achieved maximum results against the expected level of development.

Based on the results of the data in cycle I, the author reflects on learning activities, for that in carrying out learning in cycle II activities, researchers improvements in learning in cycle II in the following way: Explanation of learning activities should use language that children understand, class organization to be more conditioned so that they can produce better activities and the learning media used can attract attention and motivate children. In the implementation of cycle II research there are several results and findings as follows: the learning process is going well and fun, there are 14 children can do activities according to predetermined indicators, only 2 children who have not been able to do activities according to predetermined indicators and children are very interested and focused in the implementation of clothesline clamping activities in instilling the nature of children's honesty after an early age. This can be described in the table below:

Table 2. Percentage Result of Cycle II Feeding

No	Assessed aspects	Number of Children			
		BB	MB	BSH	BSB
1	The child is able to produce an image	1	1	2	11
	Presentase	6,7%	6,7%	13,3%	73,3%
2	Children are able to produce works originally and	1	1	2	11

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No	Assessed aspects	Number of Children			
		BB	MB	BSH	BSB
3	independently Presentase	6,7%	6,7%	13,3%	73,3%
	Children are able to combine in a work of drawing Presentase	1	1	2	11
		6,7%	6,7%	13,3%	73,3%

Information:

- BB : Undeveloped
- MB : Start To Grow
- BSH : Develop as Expected
- BSB : Developed Very Well

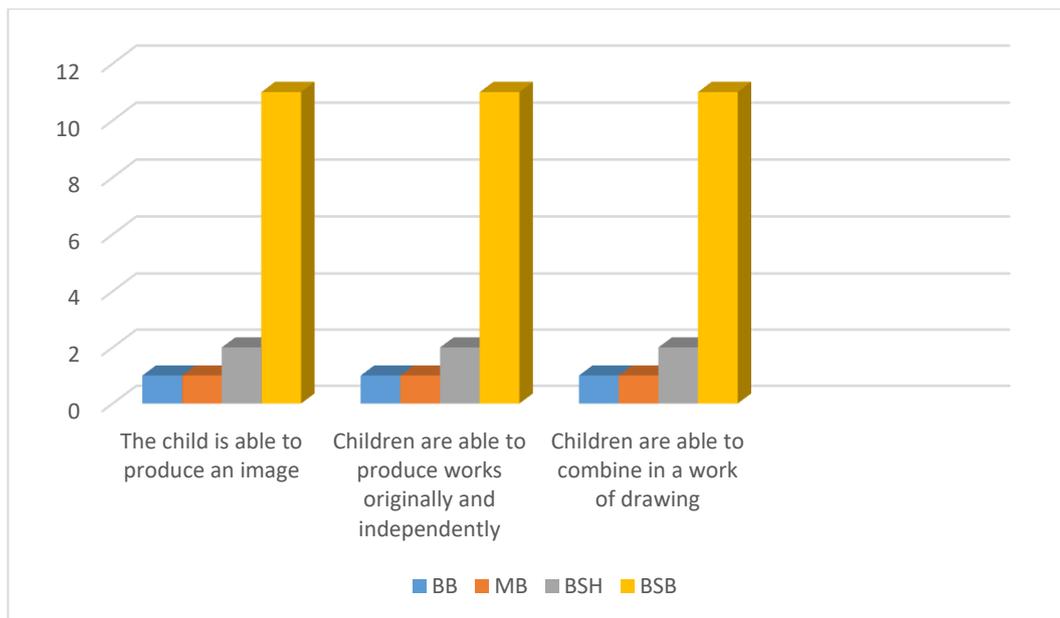


Figure 2. Cycle Ii Assessment Result Bar Chart

Based on the data from the diagram above, it can be seen that children are able to produce an image, children are able to produce works originally and independently and children are able to combine in a picture that gets the predicate of Very Good Development (BSB) which is 11 people with a percentage of 73.3%, who get the predicate of Developing According to Expectations (BSH) which is 2 people with a percentage of 13.3%, who get the predicate Start to Develop (MB) which is 1 person with a percentage of 6.7% and who gets the predicate Undeveloped predicate (BB) is 1 person with a percentage of

6.7%. The graph above shows that the implementation of drawing activities with graphite techniques in cycle II shows excellent achievements with a development rate according to expectations of 80%. Thus, through the application of drawing activities with graffiti techniques towards the development of early childhood creativity in group B RA Al-Ikhlâs so that the improvement of activities stops until cycle II.

Conclusion

Based on the results of the research that has been explained in this study, the author wants to draw conclusions about the improvement of children's learning in the development of creativity in children through drawing activities with graphite techniques, namely this study is carried out in 2 cycles. At the stage of cycle 1, the author wants to convey that the learning carried out in cycle 1 does not run optimally and optimally. Almost some children have not developed their creativity. The media used has not been fully able to attract interest and make children to participate in learning activities. Plus the methods that may be used are not yet in accordance with the age level of the child.

Then after the author makes improvements in learning to the stage of cycle 2 can be found differences in children's learning outcomes. At this stage the level of achievement of the child's creativity development has begun to be seen and in accordance with the expected results. For the development of children's creativity that is carried out in this cycle, children look more enthusiastic and enthusiastic in following the learning carried out. Children have developed their creativity through coloring activities with graphite techniques. Children draw with

directions and examples that have been explained by the teacher. In addition, teachers can accompany children in this learning activity. Through drawing activities with graphite techniques, not only creativity skills are improved, but fine motor skills and also children's cognitive development are also achieved. In addition, teachers as a source of message should provide and make learning plans by paying attention to the level of achievement that will be conveyed. Teachers should also increase their creativity in teaching and provide activities that can increase the thinking power and progress of child development. For children it would be better facilitated by play media in the form of concrete objects so that children can remember the learning obtained.

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