

## Children's art creations with the theme of parents' professions in Ngepungrojo Village, Pati

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**ABSTRACT** This study aims to determine the process of work carried out by children to draw an idea, the creative power of children in sketching and coloring, as well as the evaluation system for drawing exercises for children by providing input, directions, and assessments in the form of interpreting social values from the livelihoods of their parents in the Ngepungrojo village City of Pati. The research approach uses a narrative research method based on Creswell's theory: 2019. Data collection techniques are through interviews, observation, and documentation. then the Milles and Huberman data analysis used by the author in this study. The results of the discussion show that each child has different perceptions and experiences as well as in the process of creating images that differ in the meaning of the results of the images.

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## INTRODUCTION

Arts education is a learning process or activity that every student looks forward to every week. Basically, learning about art makes students happy and excited because students feel free to create whatever comes to mind without any pressure or standards that limit them. One of the positive impacts on the development of students' potential and creativity in this activity is the emergence of a sense of joy or pleasure in the students' mental state, which makes them more comfortable. Basically, elementary school age children are quicker to pick up on good responses given by teachers, making them more creative (Rizqia et al., 2019). Drawing activities aim to have a good influence on the development of students' lives and provide aesthetic experiences, namely creating moral beauty in students (Purhanudin; MS Viktor, 2016). Students can learn and play at the same time. Learning means students carry out learning activities in drawing subjects, from sketching to coloring to producing work that has high aesthetic value (Patriansah et al., 2021). And playing means that students can create what they want on the drawing paper that they want to draw (Apriyani et al., 2017).

Aspects that can be expressed by students in the concept of learning fine arts include cognitive aspects (knowledge), affective aspects (attitude or appreciation) and psychomotor aspects (fine skills) (Fernandes, 2015). Where teachers in carrying out fine

arts learning in class do not only deliver material by simply explaining the material verbally, but a teacher must also be required to be able to provide direct practice by creating a work which will later become a benchmark for students in creating (Dayanti et al., 2021). Fine arts education is divided into three, namely drawing, music and dance (Sofyan Salam, Sukarman, 2020)(Yulianto, 2020). What the author will discuss in this article is related to the art of drawing. Drawing is a subject that is commonly studied in schools. Since early childhood, of course, they have been given the opportunity to be able to draw, even if it's just meaningless scribbles. Learning resources that students can get apart from the teacher's explanations in class are from textbooks or the internet. There is no child who doesn't like drawing, even if they don't like it, there must be a reason. Drawing activities are not only for talented people, but all groups can express their work through the pictures they draw (Husen, 2017; Muttaqin & Hariyadi, 2020).

Fine arts education (drawing) is important not only for the guidance, balanced growth and development of children, but because almost all children in the early phase of their cognitive and psychomotor development choose drawing as one of their games, regardless of whether each child is talented or not (E & Mona, 2022). Developing children's ability to think visually and be able to feel something that has aesthetic value or beauty is one of the real facts in the most important task of applying drawing skills (Sumanto, 2013). With these abilities, it is hoped that when students grow up, together with their ability to think with words, they will be able to be creative in the field of fine arts, especially drawing (Arissusila et al., 2020).

There is also research by Arissusila et al. (2020) Themed Drawing Training at SD N 3 Banjarnegara, Klungkung Regency which explains about researchers who want to conduct research in a class on the basic theory of drawing. The stages involved include sketching, contouring, coloring, and creating texture from color. The author's aim of conducting themed drawing research on elementary school students is to free imagination and develop good character.

Meanwhile (H. M. Putri et al., 2020) Making Decorative Drawing Artwork on Caping in SBK Subjects for Elementary School Students in Bengkulu City which explains the description from the author who conducted research for elementary school students regarding the process of making and drawing decorative works or creations of caping in Arts, Culture and Skills subjects which are usually abbreviated SBK. The researcher used the participant observation technique research method, namely 31 Bengkulu City Elementary School students.

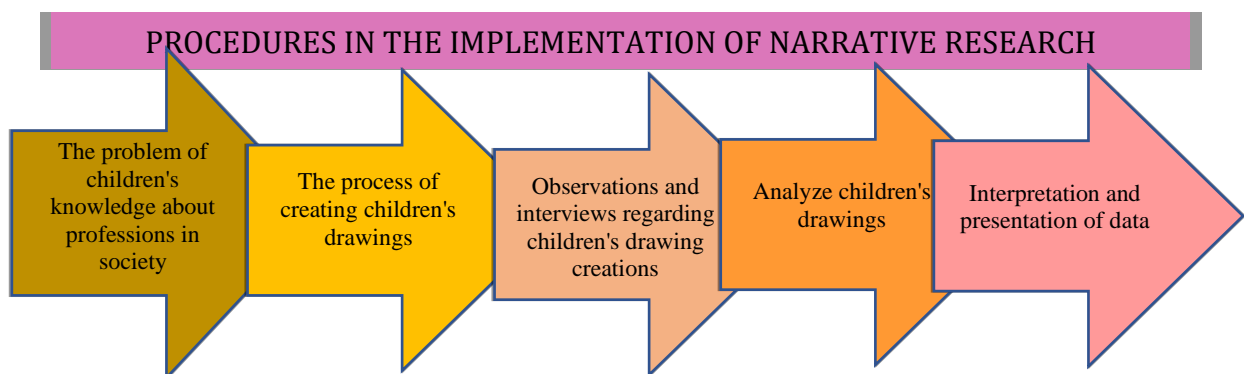
Like (Rizqia et al., 2019) Analysis of Students' Fine Psychomotor Skills Viewed from Elementary School Age Children's Drawing Skills which explains the author's research to students at SDN Demangan, Yogyakarta City regarding the development of students' fine psychomotor skills. Through drawing skills, students can develop fine psychomotor skills with hand movements to carry out various activities. The author uses qualitative research methods with a descriptive approach.

Based on the explanation above, the problem formulation that the author will discuss in this article is "How children create artistic drawings about their parents' professions in Ngepungrojo Pati Village". This research aims to determine the work

process carried out by children to draw an idea, children's creative abilities in sketching and coloring, as well as the evaluation system for drawing practice for children by providing input, direction and assessment in the form of interpreting the social value of people's livelihoods.

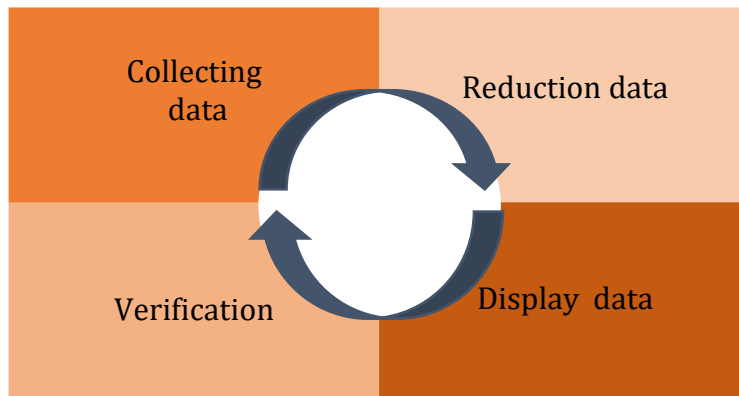
## METHOD

This research uses a narrative research method, a type of qualitative design that focuses, analyzes and understands stories written by researchers by developing a series of events chronologically or using life course stages. The method chosen by researchers is quite popular today because it makes it easier for readers to understand the qualitative research process. This narrative research analysis consists of three stages that researchers need to carry out, including: (1) thematic analysis where the research identifies the themes spoken by a participant, (2) structural analysis where the usage shifts to the narrative and the story can be formed into a conversation in another form, and (3) dialogic analysis where the focus shifts to the resulting research narrative (Creswell, 2019). This research was conducted in Ngepungrojo Village, Pati, which dominates the agricultural profession as a learning experience for children. The data and data sources in this research involved four elementary school age children with characteristics of children in rural areas who focused on their parents' profession. The data source used is information on children's drawing creation and appreciation. The procedures for carrying out narrative research are as follows:



**Figure 1.** Chart of research procedures (Sri Bintang Kusumawati, 2022)

Qualitative research data collection techniques are: (1) interviews, (2) observation, and (3) documentation. This instrument was used to determine the meaning of images according to research participants (Miles et al., 1992). Data analysis Milles and Huberman stated that activities in qualitative data analysis are carried out interactively and continue continuously until completion, so that the data is saturated. Data saturation is characterized by no further data or new information being obtained. The data analysis flow can be seen in the following chart:



**Figure 2.** Miles and Huberman's data analysis flow

Children's drawing creations that are realized in two-dimensional media provide information for researchers to analyze children's creative abilities in terms of artistic elements in the form of: points, lines, planes, space, contours, colors and textures. As well as what stages of the drawing process must be gone through in order to get interesting children's drawings. The meaning of the work is based on the child's experience, the child's ideas, the surrounding environment, and the professional background of the parents. Thus, narrative qualitative research provides information in accordance with the findings of children's drawing creations in Ngepungrojo Village, Pati.

## RESULTS AND DISCUSSION

### *Children's Perceptions and Experiences of Their Parents' Profession*

Parents have a strategic role in the process of optimal development of children's intelligence in general. Elementary school age children are a period where they have sensitivity to the activities around them, especially to their parents' professions (Rahmatunnisa & Halimah, 2018). To be able to understand a particular profession that is applied in drawing work, children need assistance from other people, namely writers, in approaching, planning learning, selecting and determining media, methods and evaluation. Fine arts education is able to bring fantasy to life, train dexterity of thinking accompanied by a sharp appreciation of the natural surroundings and the environment in which children find themselves. Arts education can bring children's souls and bodies to love their region through their parents' professional background based on aesthetic and artistic values (Tjetjep, 2020).

### *Children's Image Creation Process on Parents' Profession*

Before discussing the stages in the process of creating children's drawings, the author will first explain the elements of fine art that readers need to know. The elements of fine art are the most important elements in creating a work of art so that it produces the desired image. These elements include: (1) point, (2) line, (3) plane, (4) shape, (5)

color, (6) texture, (7) light darkness, and (8) space (Wijaya et al., 2018). It is the points and lines that form the basis of an image that can appear in the form of fine art images. Then, to beautify the image, it develops again into areas, shapes, colors, textures, light and darkness and space (Kurniawansyah, 2020). All the elements mentioned above are connected to each other and cannot be separated in order to produce beautiful drawings according to children's creativity and imagination (Purbasari & Fajrie, 2017).

The process of creating children's drawings certainly requires several long stages so that it becomes a beautiful work of art to look at. Usually elementary school age children are only able to express thoughts or ideas on a piece of drawing paper according to what they know, not draw according to reality in the field (Bujuri, 2018). Therefore, the author will explain to the children in detail about the theme he will draw by giving a little direction without pressure so that the children still enjoy the drawing process. The stages in the image creation process include: (1) preparing tools and materials, (2) determining a theme, (3) drawing a sketch, (4) giving shading or color to the object, and (5) finishing. All of these stages are interrelated and must be carried out sequentially so that children's drawings are attractive (Salma et al., 2022; Wahyuni et al., 2021).

### Results of Children's Drawing Creation and Evaluation



**Figure 3.** Drawing of a 12 year old child, by Kayla Aprina Asmara with the theme Farmer

<b>Specifications for Children's Drawing Works</b>		
Author's Name	:	Kayla Aprina Asmara
Title of Work	:	Farmer
Size of Work	:	20 x 30 cm
Year Created	:	2022
Media	:	Watercolor pencil

The picture above is the work of a child named Kayla Aprina Asmara, a 12 year old sixth grade elementary school student. The picture made by Kayla is entitled Pak Tani. The theme raised in the drawing is based on the professional background of the child's parents who work as rice farmers.

It depicts a man who is hoeing the ground in a rice field with great enthusiasm because the rice he is planting is growing well. The weather was sunny during the day, as evidenced by the drawing of the sun right in the middle of the farmer's head, plus a collection of blue clouds in the sky. The river on the right side of the picture and the small rocks along its flow make everyone who sees it cool. Moreover, there are two tall mountains with a light blue color and two trees on either side, very harmonious (Hanisha & Djalari, 2018; Loita, 2017).

Judging from the first elements of art, namely lines. The lines that appear in the picture are very real, because Keyla thickened the 2H pencil with a watercolor pencil so that it creates lines that look firm and form the object of the drawing. The second element of fine art is field. No fields are drawn. The third element of fine art is space. No three-dimensional space is drawn. The fourth element of fine art is color. The blue color on the two mountains drawn looks uneven, while the positive side is that the direction of the coloring in one direction is an ideal technique. The fifth element of fine art is texture. The image surface is smooth, soft, smooth and shiny. Because it is supported by picture book material which has a smooth texture and the use of watercolor pencil adds a shiny impression (Hariyani et al., 2021).

The advantage of the drawings that Keyla creates is that thickening the lines of the object using a watercolor pencil creates a firm impression on the drawing. He did this himself with creativity and reason. Meanwhile, the weakness of the drawings that Keyla makes is that the coloring process is not neat and even, making the drawings look rough in texture even though the drawing media is soft.



**Figure 4.** Drawing of a 12 year old child, by Keysa Aprina Asmara with the theme of Farming

<b>Specifications for Children's Drawing Works</b>		
Author's Name	:	Keysa Aprina Asmara
Title of Work	:	Farming
Size of Work	:	20 x 30 cm
Year Created	:	2022
Media	:	<i>Watercolor pencil</i>

The picture above is the work of a child named Keysa Aprina Asmara, a 12 year old sixth grade elementary school student. The image created by Keysa is entitled Farming. The theme raised in the drawing is based on the professional background of the child's parents who work as rice farmers.

It depicts a man carrying out his daily activities as a rice farmer. Every morning he always goes to work in his own rice field. With a backdrop of beautiful and lush mountain views, it fascinates the eye. There is a hut where you can rest when you are tired while eating and drinking provisions from your wife. The weather was sunny, as bright as the farmer's hopes with his abundant rice harvest. The sun was shining brightly coupled with the birds flying around adding to the impression during the day. The rice field irrigation system used by the farmer is a river that flows fast in the middle of the rice fields (S. S. I. Putri & Trisakti, 2019).

Judging from the first elements of art, namely lines. The lines that appear in the picture are very real, because Keysa thickened the 2H pencil with a watercolor pencil so that it creates lines that look firm and form the object of the drawing. The second element of fine art is field. In the picture that Keysa made, there are no fine art elements in the form of fields. The third element of fine art is space. Obviously there are no elements of fine art in the form of space. The fourth element of fine art is color. Maybe he just applied the color slowly and didn't press so that the resulting color was thin. You can clearly see the blue color in the uneven mountain picture but he is clever at the technique of daubing in one direction. The fifth element of fine art is texture. The image surface is smooth, soft, smooth and shiny. Because it is supported by picture book material which has a smooth texture and the use of watercolor pencil adds a shiny impression (Pitriani, 2020).

The advantage of the drawings that Keysa creates is her creativity in thickening the drawings, initially using a 2H pencil, then overlaying it with a watercolor pencil, making the objects she draws create real lines, so that objects that are close to each other do not merge with each other. Meanwhile, the weakness of Keysa's drawings is the lack of adding images of clouds in the blue sky, so they look empty and reduce the realistic impression.



**Figure 5.** Drawing of a 12 year old child, by Pelangi Yunitasari with the theme Rice Farmers

<b>Specifications for Children's Drawing Works</b>		
Author's name	:	Pelangi Yunitasari
Title of Work	:	Rice Farmer
Size of Work	:	20 x 30 cm
Year Created	:	2022
Media	:	<i>Watercolor pencil</i>

The picture above is the work of a child named Pelangi Yunitasari, a 12 year old sixth grade elementary school student. The image created by Pelangi is entitled Rice Farmers. The theme raised in the drawing is based on the professional background of the child's parents who work as rice farmers.

It depicts a man in a red shirt, shorts and a hat who is harvesting rice in a rice field. You can see that the rice has turned yellow, a sign that it is ready to be harvested. The farmer cultivated two plots of rice fields himself from the beginning of the seeding period, planting, to harvesting with the help of his wife. The atmosphere of the rice fields is very cool and beautiful, making anyone who sees it amazed. It was daytime, marked by the image of the sun directly overhead. Don't forget there are pictures of clouds and birds to complement the sky objects. The characteristics of children's drawings identify feelings about the atmosphere and condition of aesthetic objects (Purbasari & Fajrie, 2017; H. M. Putri et al., 2020).

Judging from the first elements of art, namely lines. The lines that appear in the image do not look real, because Pelangi does not thicken the lines of the image object with watercolor pencil, thus creating faded lines. The second element of fine art is field. No fields are drawn. The third element of fine art is space. No three-dimensional space is drawn. The fourth element of fine art is color. The colors drawn by Pelangi are quite similar to the conditions in the field or the original conditions. The fifth element of fine art is texture. The image surface is smooth, soft, smooth and shiny. Because it is supported by picture book material which has a smooth texture and the use of watercolor pencil adds a shiny impression.

The advantage of the drawings that Pelangi creates is her creativity and high imagination in combining suitable colors or color gradations. In the picture you can see the grass has gradations of dark green, light green and yellow; and gradations of mountain coloring from dark blue to light blue. Meanwhile, the weakness of the drawings made by Pelangi is that the coloring process is not neat and even, which makes the drawings look rough in texture even though the drawing media is soft.





**Figure 6.** Drawing of a 12 year old child, by Deswitha Binar Asmara with the theme Carrot Harvest

<b>Specifications for Children's Drawing Works</b>		
Author's Name	:	Deswitha Binar Asmara
Title of Work	:	Carrot Harvest
Size of Work	:	20 x 30 cm
Year Created	:	2022
Media	:	<i>Watercolor pencil</i>

The picture above is the work of a child named Deswitha Binar Asmara, a 12 year old sixth grade elementary school student. The image created by Kayla is entitled Carrot Harvest. The theme raised in the drawing is based on the professional background of the child's parents who work as rice farmers. The work he drew turned out to be different from his parents' professional background, meaning he paid less attention to the researcher's aim in conducting this research. He should have drawn a picture of a farmer working in the rice fields. The orientation of the picture book he uses is different from that of his friends, namely landscape orientation or horizontal orientation spreading to the sides. The work created by children represents the depth of daily life activities. Aesthetic objects in the form of views and social activities are reflected in the illustrations that children make (Pahlawan et al., 2022).

## CONCLUSIONS AND SUGGESTIONS

Based on the discussion explained by the author, it can be concluded that elementary school age children are a period where they have sensitivity to the activities around them, especially to their parents' professions. To be able to understand a particular profession that is applied in drawing work, children need assistance from other people, namely writers, in approaching, planning learning, selecting and determining media, methods and evaluation. The general aims of drawing include

developing children's creativity and imagination and fulfilling needs in the field of art to be achieved optimally. The stages of the image creation process start from preparing tools and materials, determining a theme, drawing a sketch, giving shading or color to the object, and finally finishing. Evaluation activities are carried out by collecting the children's work, then the children will be asked directly about the meaning of the pictures one by one. This will make it easier for the author to determine and direct the child so that he can understand the child's comprehensive development in the field of fine art, drawing.

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