

# CREATIVITY AND LEARNING PROCESS IN VISUAL LANGUAGE OF EARLY CHILDHOOD

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## ABSTRACT

*Children have unique perspectives and perceptions when expressing their ideas and imagination through drawings. However, some children only have particular objects in their minds, such as mountains, trees, and houses, despite having many other objects around them that they can express in an image. Thus, this research focuses on boosting children's creative abilities in expressing their ideas with various items. This research was conducted at Santo Yusup II Kindergarten in Bandung using descriptive qualitative research methods and purposive sampling techniques. This research found that the process of a child capturing an object involves both external and internal communication. Children observe, respond to, and analyze things around them through their five senses and represent their experiences and intuitions through creative images. An enjoyable creative process, where children are directly involved in new situations, boosts their enthusiasm and receptiveness in acquiring knowledge.*

***Keywords: creativity, learning, drawing, communication, early childhood***

## INTRODUCTION

The most enjoyable learning activity for exploring children's potential abilities and helping them understand the world is playing. Drawing, shaping objects, playing with colors, cutting, folding, or arranging paper are fun activities that children engage in both at school and at home. Drawing is one of the most enjoyable play activities for children. It is also a branch of art that aligns well with children's free and imaginative nature.

Pictures made by children serve as a medium of communication. Even before they can write, children naturally communicate through pictures. Although their drawings may appear as free-spirited graffiti, they carry a specific meaning. Paying attention to these pictures, the researcher is interested in figuring out how the children get their imagination as they express in their pictures. For children, drawing is a way of telling stories. When they draw, children immerse themselves in their

imaginary world as if what they are drawing come to life and they become part of the story in the picture (Tabrani, 2015, p. 9).

Children’s drawings can reveal the maturity of their minds. Through pictures, children learn to explore their feelings and acquire knowledge about their environment (Davido, 2012, p. 2). Children’s drawings go beyond merely depicting what they see. Instead, they are a combination and collaboration of all their senses, processed in their imagination to convey a message or story. The imaginative process requires the synergy of thinking in appearance and thinking in words. Learning, thinking, creating, and daydreaming are all part of the imaginative process, with images serving as the medium (Tabrani, 2014, p. 11).

In children’s learning process, the communication process takes place as they learn to know the world around them. The communication process comprises both external and internal communication. External communication occurs outside the body, while internal communication happens within the body. When children see things with their eyes, their brains capture and store the information in their memory, creating a form of deep communication.

Memory directly connected to the brain, plays a significant role in the thinking process of children. It allows them to remember what they have seen or experienced. This thinking process takes the form of imagination, influenced by those memories, and leads to producing output, such as expressing their thoughts through words or images to share with others. These thoughts are considered external communication that requires awareness, rationality, logic, and objectivity to be understood by others. On the other hand, the thinking process also involves internal communication with oneself, encompassing feelings, imagination, and intuition, which play vital roles (Tabrani, 2014, p. 37). As children engage in various activities, what they see and do is a result of external communication stemming from their internal communication, which occurs on both conscious and unconscious levels through the brain, memory and imagination in their minds.

The triangular pyramid representing the human image made by Primadi Tabrani in his 1970 thesis shows that every individual

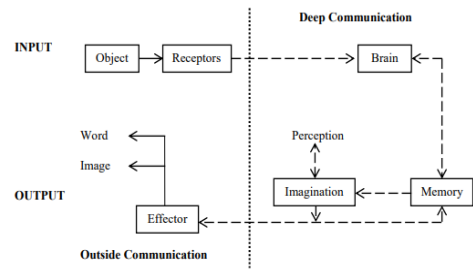


Chart 1. Imagination Process

Source: Tabrani (2014)

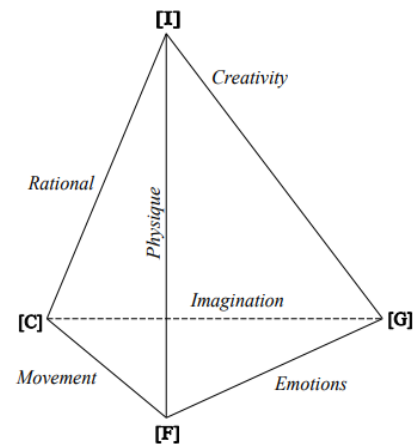


Figure 1. Triangular Pyramid of Human Image

Source: Tabrani (2014)

possesses three gifted abilities: physical, creative, and rational abilities. These three primary abilities serve as the main ribs, while the three secondary abilities, namely emotions, imagination, and movement are the bases of the ribs. Emotions are linked to creativity, physique, and emotions, while imagination connects creativity, rationality, and imagination. Movement aligns with rationality, physique, and motion, forming the trio at the base of the pyramid: emotions, imagination, and movement. All human activities involve the cooperation of these pyramid ribs and the achievements attained by individuals result from the collective cooperation of these abilities (Tabrani, 2012, p. 165).

Primadi Tabrani in his book entitled "Fine Language" (2012, p. 68) explains that response correctness occurs when the rational aspect is more active in the left hemisphere of the brain, with a clear awareness. Response goodness, on the other hand, takes place when creativity is more dominant in the right hemisphere, whether in a conscious or unconscious state. Response Fitness happens when physical abilities play a greater role and are supported by emotions and movement, as well as intuition, which is a fusion of conscious, conscious threshold, and unconscious into an appreciation that utilizes pre-imagination – a blend of concrete and abstract imagination. This natural way of thinking enables children to think integrally, allowing them to think freely without being restricted by certain rules. Creative thinking allows children to solve problems with new ideas and to be motivated in their creativity. Children who can express themselves freely and enthusiastically are less likely to get easily frustrated and remain actively engaged freely in creative pursuits, as the level of satisfaction they experience affects their social-emotional development.

Creativity encompasses several sub-abilities, including sensitivity, fluency, flexibility, originality, elaboration, and redefinition (Tabrani, 2014, p. 25). Sensitivity in creativity is the process of integrating the connections among some nerves and the five senses, making responses more dynamic and rapid. Fluency allows for the generation of many ideas, while flexibility enables the examination of a problem from various angles and perspectives. Originality makes an idea original, distinguished, and unusual; elaboration ensures an idea is fully developed; the

details and redefinitions help to perceive things in an interesting manner. Artistic creativity enables children to enhance their fundamental skills, covering cognitive, physical, and motor development. Children can nurture their expressions through imagination, fantasy, and creativity by making something, training their hands and finger muscles, coordinating between their brain and eyes during observations, and drawing. Based on the explanation above, this article describes the *Creativity and Learning Process in Early Childhood Pictures at Santo Yusup II Kindergarten in Bandung*. It aims to understand the learning, creation and imagination processes carried out by children.

## METHOD

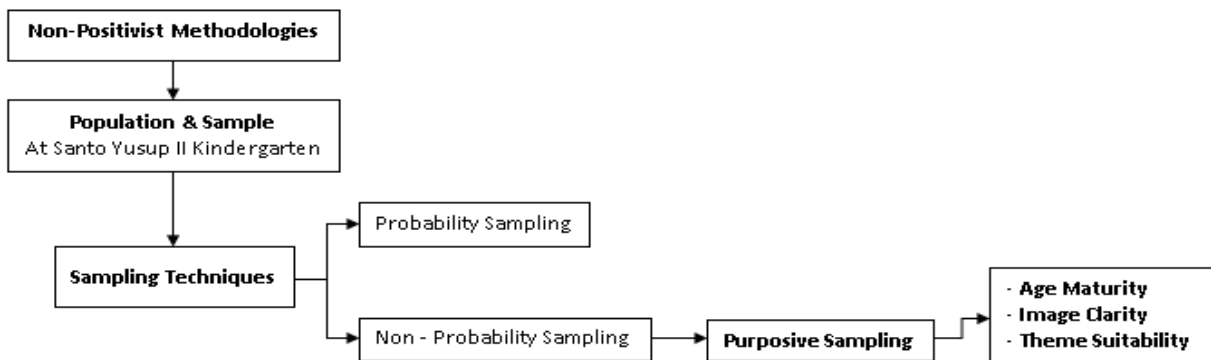


Chart 2. Sampling Techniques Process

Source: Personal Documentation (2023)

The researcher used a qualitative descriptive method because the research focuses on explaining and describing the data, and is more concerned with interpreting the data. Based on the Research Design Module (2019) published by Ristekdikti, qualitative research utilizes descriptive data in the form of written or spoken words from observable individuals and actors. Qualitative research is conducted to explain and analyze phenomena, events, social dynamics, attitudes, beliefs, and perceptions of a person or group.

This research was conducted at Santo Yusup II Kindergarten, Jl. Jawa No. 2-4 Bandung, through observations, interviews, and the analysis of the learning and creation process of drawings made by children from Kindergarten A of the 2014-2015 school

year. The researcher also implemented action research to solve problems through direct application in the classroom or workplace. The researcher positioned themselves as outsiders, and all teaching and learning activities were carried out by the class teacher.

The researcher selected the sample using a purposive sampling technique. According to Creswell (2014), purposive sampling is used in qualitative research, where the researcher selects subjects with specific characteristics that are considered important for understanding the phenomenon being studied. The purposive sampling technique aims to obtain a sample of children that best fits the purpose of this research. When determining the sample, the researcher and class teachers considered several criteria such as the children's age maturity, their interest in learning themes, drawings that were well during the learning activities, and the creation process. The researcher also looked for children's drawings that had clear objects, making them easier to observe and analyze.

The process of purposive sampling involves determining the research objectives and the target population, then identifying the criteria for selecting the most relevant and representative subjects included in the sample. Next, the researcher chooses a purposive sampling technique that best aligns with the research objectives and the required subject characteristics. In this case, purposive sampling based on typical cases was chosen, selecting subjects that best represent the population being studied in terms of characteristics or experiences related to the research topic. Finally, the researcher can analyze the data using appropriate analytical methods based on the research objectives.

## **RESULTS AND DISCUSSION**

The drawings are selected based on the children's maturity level in recognizing the concept of the objects they are observing and their enthusiasm for exploring and expressing their ideas. The selected image themes for describing the creative process for early childhood drawings at Kindergarten A Santo Yusup II Bandung are reptiles, sea transportation, and urban areas. These themes were chosen because they provide enjoyable learning

activities where children can directly describe the atmosphere they observe and represent it more easily in a picture.

## **The Creative Process of Reptile-themed Kindergarten**

### **Drawing**

The kindergartners at TK A Santo Yusup II Bandung were excited to begin their activities with the reptile theme. Animal figures are one of the most preferred objects for children to draw. To draw an iguana, the kindergartners first participated in a theme introduction activity, which took quite some time, starting with an opening that provided insights to the children. The teacher invited the children to sit together and listen to stories, using an encyclopedia of reptiles as a medium.

The teacher began the story by asking the children, *“Children, I want to ask you, have you ever seen an animal that crawls? What kind of animal crawls?”*. In this context, children were encouraged to think about the crawling animals they encountered. The teacher helped the children by making the sound *“cik cek, cik cek, cik cek”* while looking up. The children instantly replied *“Lizaaarrrddd!!!”*. Then the teacher opened the encyclopedia book with a picture of a lizard and continued the story.

The storytelling about reptiles began with the lizard, as lizards are often encountered by children. Lizards are animals that are easy to find in children’s surroundings every day. Lizards were used as the first story material to spark the kindergartners’ interest. The teacher then surprised the children by opening page after page of her encyclopedia book, saying, *“Children look, it turns out that there are lots of reptiles. There are lizards, spiders, and iguanas. Now, I want to invite you to get to know iguanas in more detail”*. The teacher continued to tell the iguana story in depth. On the first day, the teacher told stories about iguanas, and the children were encouraged to understand the general characteristics of iguanas. The next day, the teacher reviewed the stories she had explained the day before, helping the children remember what they had learned at school. After the review, the teacher engaged the children in movements to a song about iguanas to help them remember the characteristics through the

song. Singing and moving to the song became a fun activity for the children, as it helped them listen and respond. To create the song, the teacher asked the children again about what an iguana looks like, its color, what it eats, and how it walks. The children used these characteristics as keywords for the songs they would create. The imaginative song was entitled “Oh Iguana” with the lyrics.

“Oh Iguana”

Oh iguana, a reptile animal

The color is green, a leaf-eater  
Run fast, can climb

When it jumps, hop! Its fingers are strong

Running, running, it’s really fun

Swimming, swimming, revel

“Oh Iguana” lyrics by Kusdyahtanti

The song is sung to the rhythm of “My Ducks”



Figure 2. Activities with Bandung Reptile Community

Source: Personal Documentation (2015)

The day after, precisely on *Rebo Nyunda*, the teacher invited the Bandung Reptile Community as a resource for the children to learn more about iguanas in a real setting. The children were very enthusiastic about this activity. The members of the Reptile Community were very impressed with the children’s enthusiasm as they were actively asking questions about the iguanas they saw.

The Bandung Reptile Community gave detailed explanations about iguanas and they also introduced several other reptiles to the children apart from iguanas. The children were very enthusiastic and eager to try holding the iguana. Holding and feeling the iguana was essential in enhancing the children’s sensitivity to their five senses, especially the sense of touch.

When children listened to stories, sang and saw the iguana, they went through a communication process that is crucial in fostering creativity. This was evident when children started depicting the iguana in their drawings, like Ratna, Vanya,

Wilbert, and Enzo. They described the iguana in sufficient detail according to the imaginative perceptions they had captured in their respective memories. They mentioned the head, body, tail, legs, and even the thorns on iguanas.

From the selected sample images, it can be seen that the kindergartners in Bandung developed their abilities through physical, creative, and rational cooperation, where emotions were combined not only with movement but also with imagination. By feeling the texture of the iguana's skin and making moves while singing the iguana song, the children imagined themselves as iguanas. They truly sensed and responded to what they had learned about these reptiles during the lesson. As a result, they could express in their drawings what they had seen, heard, done, and felt, engaging both the left brain and the right brain hemispheres consciously and subconsciously.

The iguana is depicted right in the middle of the paper, giving the impression that it is flying and walking, which the researcher interprets as if it is jumping. Its curved body suggests that the iguana is moving from one place to another. The drawing shows the iguana in full detail, from its head, body, legs, tail, and toenails, to the small thorns on its back and tail. It is interesting to note that when the source person came and asked the children to come forward and hold the iguana, Ratna was very enthusiastic and interested in the thorns on the iguana's body. Ratna said, "There are thorns, but they're not sharp". In the drawing, the spines on the iguana's body are depicted with a curved line instead of a pointed shape, although in reality, the spines on the original iguana are long and pointed.

Tall and dense plants are also depicted right in front of the iguana, suggesting that the iguana is facing the tree. The researcher interprets this drawing as the iguana jumping toward the tree to look for its food: leaves. This interpretation aligns with the imaginative song lyric written together with the teacher, "...a reptile animal, the color is green, it eats leaves, it runs fast, it can jump, when it jumps its fingers are strong". This fragment of the lyrics truly helps the children to respond to what they have learned through the song.



Figure 3. "Iguana" by Kindergarten A Santo Yusup II Bandung (HVS A4, Media Markers, and Colored Pencils)

Source: Personal Documentation (2015)



## The Creative Process of Sea Transportation-themed Kindergarten Drawing



Figure 4. A Book Review about Ships

Source: Personal Documentation (2015)



Figure 5. Storytelling about Ships

Source: Personal Documentation (2015)



Figure 6. Experiment on Rising and Sinking

Source: Personal Documentation (2015)



Figure 7. Outing to Floating Market

Source: Personal Documentation (2015)

For this theme, the kindergartners had entered their second semester. They were given quite a challenging theme, where they were required to know more objects in greater detail. The theme for the beginning of the second semester was “Transportation”, with the sub-theme of sea transportation. The teacher introduced sea transportation through storytelling, sharing the history of transportation means used in ancient times until they evolved into the ships we know today, which are often used by many people. The teacher focused on ships, discussing five types that are often used for transportation, namely sailing ships, ferries, fishing boats, cargo ships, and submarines.

The creativity process involved the children drawing a ship required a relatively long time because this transportation theme was a comprehensive lesson. The children had to do many activities to gain a better understanding of the topic. The creative process took place both inside and outside the classroom. The children were not only told the lesson but also participated in book reviews, where each child had a book with the same theme about ships and discussed it with one another. After the discussion, the teacher provided more detailed information about each ship type over the course of a week, covering sailing ships, ferries, fishing boats, cargo ships, and submarines, along with their functions.

In the following week, the teacher asked the children to watch a documentary on Youtube and conducted a small experiment. The experiment involved comparing the propulsion of a traditional clove cigarette boat that still uses axles to that of a modern ship equipped with an engine. The children were also encouraged to conduct a rising and sinking experiment to understand why ships do not sink when sailing in the ocean.

The final step was taking the children on an outing as a learning process outside the classroom. The children went to the Floating Market, a tourist spot in the Lembang area, Bandung Regency. There, children tried and experienced to board a modern ship run by an engine. The photos above are part of the creative process, depicting a ship according to their perceptions. After engaging in various ship-related activities, the

children were asked to represent their ships through pictures. They had the freedom to choose any type of ship without the teacher's interference. The children could describe the type of ship according to their preferences and actualized their ideas according to the imagination they acquired during the learning process.

The children described the atmosphere of the sea with various kinds of ships which were unique and varied. For example, Kekei described a passenger ship, Faively drew a sailing ship, Cleon depicted a cargo ship, and Reino illustrated a submarine. They described a scene where the ships were sailing and surrounded by many sea animals. These images appear unique because the ships are not drawn right above sea level; instead, they are floating in the air as if traveling at high speed, giving them a sense of floating motion. The sample image above depicts the child fishing on a boat.

The color strokes applied by the children imply that they have begun to understand the concept of colors similar to objects in reality, such as blue for seawater and sky, and yellow and orange for the sun. They have developed fine motor skills to control their hands while coloring objects within the lines. The children have learned to complete their work properly and neatly.

From the selected sample images above, it can be inferred that the abilities of Kindergarten A Santo Yusup students were developed through physical, creative, and rational collaboration, combining emotions, movement, and imagination. They truly sensed and responded to what they had learned during this transportation-themed lesson. It all started when the teacher read aloud books about sea transportation, asked children to watch documentaries about ships, conducted science experiments about rising and sinking, and took the children on an outing to Floating Market to experience water transportation firsthand. It can be concluded that with this series of activities, which involved a lot of rational, physical, and creative abilities, the children were able to express what they had seen, heard, done, and felt in both the left and the right brain hemispheres. The children's drawings revealed their conscious and subconscious minds.

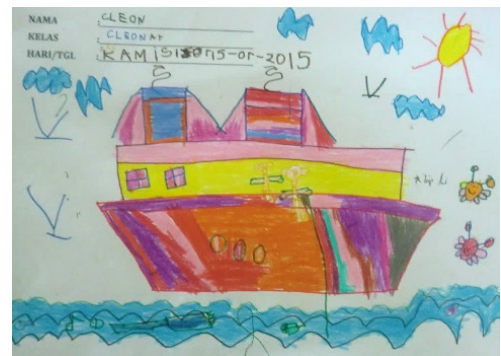


Figure 8. "Ships" by Kindergarten A Santo Yusup II Bandung (HVS A4, Media Markers, and Colored Pencils)

Source: Personal Documentation (2015)



Figure 9. Observing Buildings, Vehicles, and Their Surroundings

Source: Personal Documentation (2015)

## The Creative Process of Urban-themed Kindergarten Drawing

The creative process for this urban theme began with questions and answers to the children, such as “Where do you live? What is the name of the city where you live now? What do you often see in the city? and What buildings are there in the city?” The teacher provided insight to the children by showing them pictures of both urban and rural atmospheres, so that they could distinguish between rural and urban areas and answer the teacher’s questions about urban areas correctly.

The children said that the city was very big with many cars, motorbikes, buses, and trains. There were a great number of these vehicles on the highways, causing traffic jams. The children were very observant and enthusiastic about the buildings they frequently visited, such as schools, churches, malls, supermarkets, and many more. Finally, the teacher and the children wrote an imaginative song about cities.

### “Building in the City”

Tall buildings rise up in the city

Hotels, apartments, and also offices

Lots of cars

Lots of motorbikes

Everything is moving on the road

Many traders, many buyers

Everything is in supermarkets

“Buildings in the City” by Kusdyahntanti

The song is sung to the rhythm “Cut the Duck Goose”

The teacher took the children outdoors for a walk around the school. Santo Yusup II Kindergarten is located in the heart of the city, surrounded by various buildings, such as churches, hotels, offices, and apartments. The school location greatly aids the

children’s learning process as they can directly see and observe their surroundings. After the children finished observing the buildings and streets around the school, the teacher conducted a review session, encouraging the children to appreciate what they saw. The children shared their observations in detail, describing how things looked, their sizes, locations, and their surroundings. Then, the teacher instructed the children to prepare their drawing equipment, such as markers and colored pencils, and invited them to pour their imagination onto the paper through their drawings.

In the selected sample drawings, it can be seen that the children at Santo Yusup II Kindergarten have developed their abilities through physical, creative, and rational collaboration, combining emotions, movement, and imagination. The children truly felt and responded to what they learned during the urban-themed lesson, which involved various activities like opening their minds, gaining insights, brainstorming, asking and answering questions about their neighborhood, walking around the neighborhood, observing the objects they saw, and creating imaginative songs and singing the song “Buildings in the City”. These activities allowed the children to express what they had seen, heard, done, and felt in both the left and the right brain in their drawings, representing both their conscious and subconscious minds.

When the children observed the city of Bandung on the upper floor of the school, they keenly observed the condition of the school closely. They could describe the urban atmosphere very well, noticing various objects with different shapes, such as houses, towering buildings, buildings with many windows, and others made entirely of glass. In addition, they described vehicles frequently passing by the school location, such as trains, planes, and cars. The adjacent cars indicated the city’s traffic congestion, and they even remembered to include traffic lights on the highway. They also recognized other types of buildings that are almost similar, such as buildings with gabled roofs, which they interpreted as places of worship, namely the Cathedral Church which is located nearby the school. They also identified buildings next to the church, which they interpreted as offices and houses due to their smaller size compared to other buildings. The children

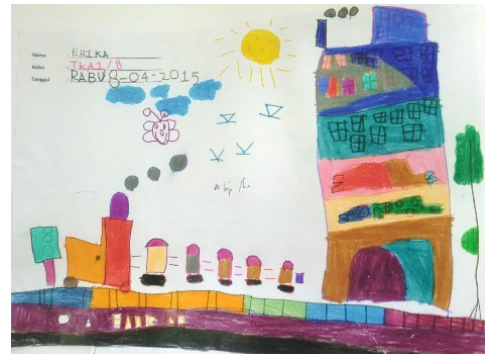


Figure 10. “Urban Atmosphere” by Kindergartens A Santo Yusup II Bandung (HVS A4, Media Markers, and Colored Pencils)

Source: Personal Documentation (2015)

of Kindergarten A Santo Yusup II Bandung could observe their surroundings so well and in detail. It is truly unexpected that children aged 4-5 years are good at imitating their surroundings and applying their observations creatively and imaginatively in their drawings.

| No. | Theme                | Process  | Information   |
|-----|----------------------|--|---|
| 1.  | Reptile Animal       | <p>Learning Process:</p> <ul style="list-style-type: none"> <li>- Book Review (Reptiles)</li> <li>- Imaginative Song (Oh Iguana)</li> <li>- source person from the Bandung Reptile Community</li> </ul> <hr/> <p>Creation Process:</p> <ul style="list-style-type: none"> <li>- Smoothness</li> <li>- Flexibility</li> <li>- Originality</li> <li>- Elaboration</li> <li>- Redefinition</li> </ul>   | <p>Emotions unite not only with movement but also with imagination. By feeling the texture of the iguana's body and moving while singing the iguana's song, the children imagined themselves as if they were iguanas. They really experienced and responded to what they had learned during the lesson about these reptiles, allowing them to express what they had seen, heard, done, and felt through both their left brain and right brain responses. These experiences lived within their intuition, both in a conscious and subconscious state, and they poured them into their drawings.</p>  |
| 2.  | Ocean Transformation | <p>Learning Process:</p> <ul style="list-style-type: none"> <li>- Book Review (Sea Transportation)</li> <li>- Watching the Documentary Film "Kapal Laut"</li> <li>- Simple Science Experiment (Timbul-Tenggelam)</li> <li>- Outing ke Floating Market</li> </ul> <hr/> <p>Creation Process:</p> <ul style="list-style-type: none"> <li>- Smoothness</li> <li>- Flexibility</li> <li>- Originality</li> <li>- Elaboration</li> <li>- Redefined</li> </ul> | <p>It started when the teacher examined books about sea transportation, invited children to watch documentaries about ships, conducted science experiments about rising and sinking, and took the children on an outing to Floating Market to experience water transportation. It can be concluded that with this series of activities, which involve a lot of rational, physical, and creative abilities, Kindergarten A students can express what they have seen, heard, done, and felt through both their left and right brain responses, living within their intuition in both the conscious and subconscious states, which they express in their pictures.</p> |

|   |       |  |  |
|---|-------|--|--|
| 3 | Urban | Learning Process: <ul style="list-style-type: none"> <li>- Book Review (Village and City Atmosphere)</li> <li>- Imaginative Song (Buildings in the City)</li> <li>- Observation Around the School</li> </ul> | Children really felt and responded to what they learned during the urban-themed lesson, starting from opening their minds, providing insights, brainstorming, asking and answering questions about the conditions of the homes around them, walking around the neighborhood, observing all the objects they saw, and collaboratively creating an imaginative song, moving while singing the song "Buildings in the City". These activities enable children to express what they have seen, heard, done, and felt through both their left and right brain responses, living within their intuition in both conscious and subconscious states, which they represented in their pictures. |
|   |       | Creation Process: <ul style="list-style-type: none"> <li>- Smoothness</li> <li>- Flexibility</li> <li>- Originality</li> <li>- Elaboration</li> <li>- Redefined</li> </ul>                                   |  |

### **Creativity and Learning Process at Kindergarten A Santo Yusup II Bandung**

The learning process not only requires action but also creativity because creative learning can generate new, enjoyable, non-monotonous, and interesting situations, engaging children more effectively in learning activities. Children will be more creative and innovative in responding to every lesson taught, enabling them to grasp the concepts and messages conveyed in science. Children's creativity is nurtured through a complementary learning process to achieve better learning outcomes. The creative potential that children have, as a form of thinking in dealing with problems that come from themselves, manifests as a strong desire and motivation to be creative. Activities within this creative learning process allow children to express what they have seen, heard, done, and felt through both their left and right brain responses, relying on their intuition in both the conscious and subconscious states, which they represented in their artwork. Therefore, the roles of the creative and learning process are essential in maintaining a smooth, fast,

and easy flow of students' ideas. Flexibility allows students to view problems from various perspectives and consider things from opposite angles, utilizing all their senses. This approach leads to original, unique, different, eccentric, and out-of-the-box ideas. Elaboration ensures that ideas are developed in detail and redefinitions help to make things look attractive.

## CONCLUSION

Based on a sample drawing of Kindergarten A Santo Yusup II Bandung in the 2014-2015 school year, it can be seen that the child's ability to perceive an object is developed through both external and internal communication. Children will remember what they have observed and stored it in their memory. The memory, directly connected to the brain, generates a thinking process involving imagination and visual perception through an image. The process of learning, creation, and imagination in children are created through the collaboration of physical, creative, and rational aspects, in which emotions are combined not only with movement but also with imagination.

Through an engaging, non-monotonous, and enjoyable creative process, children become directly involved in new situations, leading to increased enthusiasm and responsiveness in accepting new knowledge. Consequently, the messages conveyed can be well received by children. As children grow older, their drawing abilities develop into clearer and more diverse forms. Children who are able to think creatively can solve a problem with new ideas and have a strong motivation for creativity. Children who can express themselves freely and enthusiastically are less likely to easily experience frustration and they remain creative without any restrictions. The level of satisfaction children experience affects their social-emotional development. Through this process, children can grow and develop all their senses' abilities. For example, children advance their thinking process to grasp new concepts and enhance their ability to apply their imagination in a bold and creative manner.

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