

## Increasing Children's Creativity Using Drawing Techniques with Numbers on the Results of Elementary School Students

Rizka Agunging Azri, Sudarmin, Sri Wardani, Deni Setiawan

Universitas Negeri Semarang, Indonesia

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### Abstract

This study was initiated because of the lack of student creativity in producing drawings. In addition, the work produced by students also still has similarities between one another. So students need to be invited to develop their imagination in drawing by using ways that can increase creativity, one of which is by using drawing techniques with numbers. This study aims to explore and describe the results of students' drawing using the technique of drawing by numbers in elementary school. This type of research is descriptive qualitative research. The data in this study were obtained through observation, interviews and documentation. The population in this study were grade II students at SDN 1 Klopoduwur . The instruments used in this study, namely observation, interviews, and documentation instruments as well as student work. The results showed that by using the drawing technique with numbers, students experienced an increase in terms of creativity. It can be seen from the results of the drawings each student is able to draw with numbers 0 to 9 into interesting drawings and the resulting drawings are also more varied.

**Keywords:** outcomes, creativity, drawing by numbers, elementary school students

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### INTRODUCTION

Cultural arts and crafts subjects ( SBdP ) are subjects subjects taught at the formal education level which include ; fine arts , music , dance and drama, as well as culture that involves skills in it . on the eyes this lesson , students given opportunity to engage in a variety of experience with creating to produce a work. Elementary school students are given eye arts and culture lessons so that they remain growing love \_ student towards Indonesian cultural arts ( Mareza , 2017) . Love \_ students who grow within themselves can be engendered interest , creativity , and appreciation to art and culture nation .

Fine art be one \_ aspect in space the scope of arts and culture ( SBdP ) . Fine art in itself includes knowledge, skills, and values when student produce works in the form of drawings, paintings , sculptures , carvings , prints , and so forth ( Zahrina , 2019) . The resulting work student elementary school is usually in the form of pictures, well only a straight line , point , or only just doodles . \_ By drawing children will get experience in trying develop thinking skills . Drawing is the easiest activity for children to understand something problem compared to activities write . According to Priyanto (2020), drawing is one Activities that are liked by all people , especially children. Through drawing activities , motor skills in children will develop experiencing development. In line with opinion Ningrum ( 2020) also explains that Drawing activities for a child are shapes from results experience creative expression and imagination . \_ Through drawing students will pouring imagination according to what they feel nor experience ever gained at the time past.

school students are usually given material to draw imaginative works . Then the teacher gives examples to students with monotonous things , such as a picture of a landscape with a pattern of two pieces mountain , one sun , fields , birds , sky , and roads . This pattern actually \_ will limit the child's perception of pictures with the theme of actual scenery can be interpreted differently by imagination and expression each child's creativity . It could be that the picture of the scenery that the child is thinking about is the picture behind his house Because he reside in the area mountains or seas , maybe even various images that adults don't think of though.

The results of the interviews that have been conducted at SDN 1 Klopoduwur , explained that in SBdP

learning in student drawing activities tend to draw with shape, layout, until almost coloring \_ resemble each other. For example just when the child is asked to draw with the theme of scenery, the child will tend to draw with the same pattern, namely with two mountains, there are roads, and rice fields. From the results of the drawing that has been carried out by 10 students in class II of the elementary school, there were 6 students who drew scenery mountain, 3 students who draw a landscape sea, and 1 student who draws with scenery forest. From the student drawing data, it can be concluded that student still can not explore the idea of his imagination as a whole.

Involvement of children in expressing yourself through works of art by applying various method can grow creativity as well as improve the artistic abilities that already exist in children (Hariyani et al., 2021). In line with p the Miftakhudin (2021), mentions that elementary school children need to be given proper method of drawing order processes and outcomes from product his work is also good. Innovative methods or ways of drawing will give influence on the work of children's imaginative drawings. Teachers need to provide innovative stimulus to improve exploration imagination student. Teachers can invite students to explore the numbers 0-9 are created into the form works of art according to imagination student. By using a number as one way to develop artistic potential in children, will give maximum results \_ of the works of art produced. For each number from 0 to 9, it can be created into 2 to 3 shapes or even more in the form of images of animals, plants, objects, fruits, buildings, and others. Thus, students can express according to their imagination by using several numbers without having to stick to the usual exemplary images.

## **METHOD**

type of research is qualitative descriptive. The subjects of this study were class II students at SDN 1 Klopoduwur, Kabupaten Blora using 10 samples student. Data used in this study are qualitative data obtained through observation, interviews, and documentation. According to Moleong (2013: 157), states that data sources are recorded through written notes or through video recording, taking photos or films. The primary data in this study were in the form of observations, teacher and student interviews, as well as the results of class II students' drawings at SDN 1 Klopoduwur with the theme of natural disasters floods. meanwhile \_ secondary data is an additional source of data to support the main data, in the form of documentation that was carried out when students in grade II SDN 1 Klopoduwur asked to draw.

The instruments used in this study were teacher and student interview guidelines, as well as observation. Interview data collection conducted by researchers to obtain the data needed in this study is the creativity of children in drawing. Documentation needed in this study to strengthen the data obtained by researchers in the field, in the form of student drawings and documentation taken during the research process.

The researcher used technical triangulation because he wanted to combine interview data and research documentation from the results of student drawings using the number drawing technique in class II SDN 1 Klopoduwur. Based on the triangulation technique with the data sources obtained, the researcher compared the results of the students' pictures before and after students Techniques for drawing by numbers are given. Then done suitability between the results of interviews with the documentation that has been obtained. Data analysis carried out in this study used data collection, data reduction (data reduction), data presentation (data display), and drawing conclusions (Sugiyono, 2018: 245). Through these stages, the researcher wants to draw conclusions about the problem under study, namely "Analysis of Children's Creativity in Drawing Subjects at Class II SDN Jatilampok (Use of Drawing Techniques with Numbers).

## **RESULTS AND DISCUSSION**

This research was conducted in class II at SDN 1 Klopoduwur, using 6 students as a sample of 10 the number of students in the class. When children are introduced to drawing activities, children will work according to their mood or emotions, which are unrealistic and do not match reality. The imagination and creativity of children at this age are developing. The use of drawing techniques with numbers is one way to help students in drawing activities. By using numbers, it will be easier for students to create their imagination in a visual form. Of course, children no longer have the tendency to draw with motifs that resemble one another. Based on the data obtained, there are differences in the results of drawing students from each other by using drawing techniques with numbers. Although not too significant. Each description of the student's drawing results is based on an analysis of the results of each child's drawings.

**Afiano**



Figure 1 Image results after using the drawing technique with numbers  
Source: Image result courtesy of Class II student Afiano

From the results of the drawings that have been done by Afiano, an analysis of the application of drawing techniques using numbers is obtained, namely:

- 1) From the basic shape of the number 0 drawn to the shape of a person,



Figure 2. Image results from the basic form of the number 0  
Source: Image courtesy of Afiano

- 2) From the basic shape, the number 1 is drawn into a tree, flagpole, and house.



Figure 3. Image results from the basic form 1  
Source: Image results courtesy Afiano

- 3) From the basic shape, the number 2 is drawn into a duck shape.



Figure 4. Image results from the basic form of number 2  
Source : Image result courtesy of Afiano

- 4) From the basic form the number 7 is drawn into the shape of a ship and plane.



Figure 5. Image results from the basic form of number 7  
Source: Image results courtesy Afiano

From all of Afiano's drawings above, it shows that most of the drawings produced by these students have used the technique of drawing by numbers. This can be seen from the number of figures that have been described as works of his imagination. Viewed from the aspect of fluency, the drawing shows that Afiano has been able to express his own ideas in drawing with various patterns or numbers. The resulting images are also more diverse. Then, looking at the detailed aspect of Afiano's drawing results, the drawing shows that students have been able to draw a total of 7 shapes in free drawing of 4 basic numbers. In addition, judging from the originality aspect of Afiano's drawing, the drawing shows that the student has been able to draw on his own according to his imagination.

### Ricky



Figure 6. Image results after using the drawing technique with numbers  
Source: Image courtesy of Riki

From the results of the drawings that have been done by Afiano, an analysis of the application of drawing techniques using numbers is obtained, namely:

- 1) From the basic shape, the number 1 is drawn into the shape of a tree, house, and pillar.



Figure 7. Image results from the basic form of number 1  
Source : Image courtesy of Riki

- 2) From the basic shape, the number 2 is drawn into a duck shape.



Figure 8. Image results from the basic form of the number 2  
Source : Image courtesy of Riki

From all of Riki's drawings above, it shows that most of the pictures produced by these students have used drawing techniques with numbers. This can be seen from the number of figures that have been described as works of his imagination. Judging from the aspect of fluency, the picture shows that Riki's drawings are also not able to express his own ideas. Because when sharing his ideas, Riky was still given assistance by the teacher in expressing his ideas in drawing using numbers. Then, judging from the detailed aspect of Riki's drawing, it shows that Riki can draw 4 shapes from the same 2 numbers. In addition, judging from the aspect of authenticity in Riki's drawings, it shows that these students are already able to make their own drawings. Although still need instructions or directions from the teacher.

**Risk**



Figure 9. The results of the image after using the drawing technique with numbers  
Source: Riski image results

From the results of the drawings that have been done by Riski, an analysis of the application of drawing techniques using numbers is obtained, namely:

- 1) From the basic shape, the number 1 is drawn into the shape of a tree, house, and pillar.



Figure 1 Image results from form number 1  
Source: Image result courtesy of Riski

- 2) From the basic shape, the number 7 is drawn into a picture of a ship



Figure 11. Image results from the basic form of the number 7  
Source: Image result courtesy of Riski

From all of Riski's drawings above, it shows that most of the pictures produced by these students have used the drawing technique with numbers, although they still need help from others. Judging from the fluency aspect of Riski's drawing results, it shows that these students are able to express their ideas even though they still need to get instructions or directions from the teacher. In addition, in the aspect of detail in Riski's drawing results, it shows that the student is able to describe 6 shapes from 3 basic numbers. Then, on the aspect of authenticity in Riski's drawing results, it shows that these students are already able to make their own drawings, although they still need to get instructions from the teacher. So that the resulting image results are more varied than other friends.

### Raka



Figure 12. Image results after using the drawing technique with numbers  
Source: Image courtesy of Raka

From the results of the drawings that have been done by Raka, an analysis of the application of drawing techniques using numbers is obtained, namely:

- 1) From the basic shape, the number 1 is drawn into the shape of a tree, house, and pillar.



Figure 13. Image results from form number 1  
Source: Image courtesy of Raka

- 2) From the basic form the number 4 is drawn into a car image.



Figure 14. Image results from form number 4  
Source: Image courtesy of Raka

- 3) From the basic shape the number 7 is drawn into the shape of a tree, house and pillar.



Figure 15. Image results from form number 7  
Source: Image courtesy of Raka

From all of Raka's drawings above, it shows that most of the pictures produced by these students have used the drawing technique with numbers, although they still need help from others. Judging from the fluency aspect of Raka's drawing results, it shows that the student's drawing results are already able to express their own ideas in drawing. However, there are some images that still need help from others. It can also be seen from the detailed aspect of Raka's drawing, it shows that the student has been able to describe 5 shapes from the 3 basic numbers used. The authenticity aspect contained in Raka's drawings shows that the student has been able to make his own drawings according to his imagination using the examples taught by the teacher. Although in some parts it still requires direction and also help from others.

### Vera



Figure 16. Image results after using the drawing technique with numbers  
Source: Image courtesy of Vera

From the results of the drawings that have been done by Vera, an analysis of the application of drawing techniques using numbers is obtained, namely:

- 1) From the basic shape the number 1 is drawn into a tree and house shape.



Figure 17. Image results from basic form 1  
Source: Image courtesy of Vera

- 2) From the basic shape, the number 2 is drawn into a duck shape.



Figure 18. Image results from the basic form of number 2  
Source: Image courtesy of Vera

From all of Vera's drawings above, it shows that the images produced by these students have used drawing techniques with numbers, even though the resulting images only use 2 numbers. Judging from the fluency aspect of Vera's drawing, it shows that the student has been able to put his own ideas into the picture. Even though the resulting image only uses 2 numbers. Judging from the detail aspect contained in Vera's drawing, it shows that the student can already describe 3 shapes from 2 basic numbers. Judging from another aspect, namely the aspect of authenticity in Vera's drawings, it shows that these students are already able to make their own drawings. Without seeing the work of his friends and also instructions from the teacher. Although, the resulting image is still not maximal.

### Zian



Figure 19. The results of the image after using the drawing technique with numbers  
Source: Zian image results

From the results of the drawings that have been done by Zian, an analysis of the application of drawing techniques using numbers is obtained, namely:

- 1) From the basic shape, the number 0 is drawn into a cat shape.



Figure 20. Image results from the basic form of the number 0  
Source: Image courtesy of Zian

- 2) From the basic shape, the number 1 is drawn into a tree shape





Figure 21. Image results from the basic form of number 1  
Source: Image courtesy of Zian

- 3) From the shape of the number 2 is drawn into the basic shape of the duck image.



Figure 22. Image results from the basic form of number 2  
Source: Image courtesy of Zian

- 4) From the shape of the number 3 is drawn into the basic shape of the butterfly image.



Figure 23. Image results from the shape of the number 3 shape  
Source: Image courtesy of Zian

From all of Zian's drawings above, it shows that the images produced by these students have used drawing techniques with numbers. The resulting images are also more varied and the resulting shape is somewhat different than other friends. Judging from the fluency aspect contained in Zian's drawing results, it shows that these students can immediately express their own ideas in drawing. Also seen from the detail aspect contained in Zian's drawing results, it shows that the student can already describe 4 shapes of images from 3 different numbers. It can also be seen from the aspect of authenticity contained in the results of the drawings owned by Zian, indicating that the students as a whole have been able to make their own drawings without the help and direction of other people.

From the results of the existing drawings, there were 4 children who were able to draw using numbers, namely Afiano, Riski, Raka, and Zian. The four children have been able to produce images that are more varied and not monotonous. After children are taught to draw using numbers, these children can already draw a work according to their own imagination, although there are still some students who still need direction from the teacher. The images produced by children also appear to be more numerous. Besides that, the resulting drawing objects are also more interesting when using drawing techniques with numbers. While there are 2 children who have not been able to maximize drawing using basic numbers, namely Riki and Vera. The two children have not been able to express their own ideas and still need help from the teacher, even imitating their friends' work. So that the resulting images still have similarities between one another.

This is in accordance with the image assessment indicators of student drawing results, where there are 3 aspects which indicate that the six students are already able to express their own ideas in drawing, although

there are still some students who need help from other people or the teacher (aspect of fluency) ). Shows that the six students are already able to draw more than 2 to 3 basic numbers that are formed into several pictures (aspects of detail). As well as showing that the six students have been able to make their own drawings and students still need directions and even help from other people or teachers (authenticity aspect).

However, from the results of these six sample images, students still have many similarities in shape from the basic numbers they describe. Children also still haven't maximized their imagination by using other basic numbers. The numbers that are often depicted by children are the numbers 0, 1, 2, 3, 4, and 7, both before the teacher invites children to draw with numbers and after. According to Mulyani (2017), states that children can express their various imaginations by drawing activities through a symbol. The symbol used by students in drawing activities is a number symbol as the basis of a shape. In line with this, Subiantoro in Miftakhudin (2021), explains that the easiest method for learning to draw starts with forming numbers from the numbers 0-9. Changing the shape of the numbers will be easier when it is directed into whatever image shape you want. By using the flood theme according to the book's theme, then the children can imagine that the basic numbers are the shapes of objects that are dragged away or affected by the flood. Even though the numbers used are uneven between the numbers 0-9. This can be caused by pruning students' creativity in their work, by imitating what has been exemplified by the teacher, the habit of drawing with the help of adults or teachers, so that students are more accustomed to depending on the help of other people. other. Even still imitating the work of his friend.

The developmental stage of grade II elementary school children enters the chart stage. According to Pamadhi (2014) , children aged 7-9 years already have a concept of form that is starting to develop. The resulting shape will repeat frequently. The results of the analysis of the results of the student drawings are more dominantly depicted on the basis of numbers 1 and 7. Meanwhile, on the basis of numbers 0, 2, 3, and 4 it is only found in a number of student drawings. This needs to be developed and followed up further so that students are able to maximize drawing activities using a number base to produce a more varied image related to the theme being taught.

## CONCLUSION

Based on the findings of the analytical research and discussion described above regarding the analysis of children's creativity in drawing in class II SDN Jatilampok (Use of Drawing Techniques with numbers), the researcher obtained the results of the analysis that the drawing technique using numbers applied by class II students is to draw the basic form of several figures becomes an image contained in a flood theme. Overall, the technique of drawing with numbers in grade II students at SDN Jatilampok became dominant among several students. Because many of the subjects produced were done using drawing techniques with numbers. Thus, students can already draw their own shapes using basic numbers. Although not all the numbers are used. However, students have been able to create the numbers 0, 1, 2, 3, and 7 into several forms of images. So that the resulting student images vary from one to another.

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