



## LEARNING FINE ARTS DRAWING IN STUDENTS' CREATIVITY ABILITIES AT NU TANWIRUL QULUB KUDUS PRIMARY SCHOOL

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### Abstract

This research aims to analyze the process of learning the art of drawing at SD NU Tanwirul Qulub Kudus and its impact on the development of students' creativity. This research uses a qualitative approach with a case study method, including data collection techniques in the form of observation, interviews, and documentation. This research shows that drawing activities provide students with freedom of expression to express their ideas, imagination, and personal experiences in visual works. Themes chosen by students are often related to the surrounding environment, personal interests, or inspired by everyday experiences. This process not only improves technical skills, but also increases students' self-confidence, intrinsic motivation, and emotional satisfaction with their work. An interactive approach provides freedom to create. Learning to draw helps hone imagination, build creativity, and develop aesthetic values from an early age. Teachers are expected to be able to make maximum use of the process of exploring students' ideas to create a more enjoyable learning environment and support the development of student's creative potential.

**Keywords:** *Fine Arts Learning, Drawing, Student Creativity*

### INTRODUCTION

Fine arts learning is a form of art that applies everything tangible to be seen and includes elements of point, line, color, texture, content, space, and light. Education is a planned effort in learning activities aimed at implementing discipline and character formation so that human values learned independently can emerge and can help students become adults to acquire discipline in religious and social

life (Iraqi et al., 2023). As a field based on beauty, art has an important role in future art education. Beauty as a basic element is used in arts education as a means of intellectual improvement (Purhanudin, 2016).

Fine arts education for students can develop potential, hone intelligence, train creativity, and shape their personality. In general, the fine arts activity that elementary school students are interested in is drawing. Drawing activities are

children's initial activities in creating fine arts, so this activity needs to be given to children (Lubis, 2022). In reality, learning to draw in elementary schools is often not carried out optimally. Teachers focus more on final results that look neat or visually attractive, while students' exploration of ideas and creative processes are often neglected. This risks limiting students' ability to express and develop creativity to the maximum. Teachers can use drawing activities to optimize the creativity period of elementary school children by providing various learning experiences in learning. Drawing is a tool for expressing thoughts and mentality that can form concepts that look at fine art in the process of its activities (Suhaya, 2016). Fine arts education, especially drawing, plays a very important role in developing the potential, creativity and personality of elementary school students. Drawing activities that students are interested in allow them to express their thoughts and emotions.

Fine art is a branch of art that deals with works that can be seen and enjoyed visually. The main goal of arts education is to develop students' creative, aesthetic, and expressive abilities (Saefurrohman, 2024). Artistic activities through which individuals not only learn to recognize and appreciate beauty but also express themselves creatively. Formal education in arts education includes various activities designed to develop students' talents and interests in the arts. Children draw, turning imagination into real visual forms, this helps them understand and communicate their inner world. Fine art is the development of actual creativity, art that teaches students to acquire skills and techniques (Cetl & Herzog, 2021). Drawing is an important aspect of the preschool curriculum, encouraging socio-emotional development and joy in children through the production of various forms (Alghufali, 2024).

Research that has been carried out by several previous researchers, namely the first "Analysis of Fine Arts Principles in the Drawing Works of Class V Elementary

School Students" (Inayah, 2023), this research examines the drawing training process for elementary school students. The focus of this research discusses the talent and creativity of elementary school students who take part in drawing training in developing their talent and creativity. The second research "Elementary School Students' Conceptions of Engineers: A Drawing Analysis Study in Taiwan" (Chou & Chen, 2017) this research only focuses on inferring students' conceptions from certain images, for example, the symbols displayed in the drawings, and does not look at students' artwork as a benchmark for cognitive development. Students use images as a communication medium to create visual representations. The content of the image may contain a lot of information that students want to express to express the world they perceive. The third research "Drawing in Developing Elementary School Students' Creativity and Talent" (Sandi, 2020) this research looks at students' ability to apply fine arts principles in drawing with a scenic theme, the scenic theme was chosen so that students focus more on using the principles of fine art and can see whether students have achieved learning outcomes, namely showing awareness of unity, harmony, dominance, rhythm, balance and proportionality.

According to various studies, learning the fine arts of drawing has great potential to increase students' creativity and understanding of the visual arts. Students not only gain knowledge of fine arts techniques through the drawing process but they are also encouraged to explore their imagination and express their moods more freely. The main aim of this research is to investigate how the implementation of learning the fine arts of drawing at SD NU Tanwirul Qulub Kudus has an impact on increasing student creativity. In addition, the aim of this research is to find out how various learning approaches can increase students' interest in fine arts and encourage them to participate in more active creative activities. It is hoped that students will not

only have a greater interest in studying fine arts but will also be able to understand the aesthetic values contained in fine arts.

## METHOD

The research approach uses qualitative which aims to understand the state of a context by providing a detailed and in-depth description of the actual conditions in a natural setting, based on what is found directly in the field (Fadli, 2021). Qualitative research is a research procedure that produces descriptive data in the form of words, both written and oral, from individuals and observed behavior (Waruwu & Magister, 2022).

A case study is a series of scientific activities carried out intensively, in-depth, and in detail to study a program, event, or activity at the individual, group, institutional, or organizational level, to gain a deep understanding of the event. In other words, a case study is a study where researchers examine a particular phenomenon (case) in the context of a particular time and activity (such as a program, event, process, institution, or social group) and collect comprehensive information through various data collection methods over a certain period of time (Assyakurrohim et al., 2022).

In qualitative research, there are various data collection techniques in case studies. Generally, interviews are used, because they involve direct interaction between researchers and participants to gain an in-depth understanding of their experiences, perceptions, and views related to the research topic. Observation is also an important technique in qualitative research, where researchers actively observe and record behavior, interactions, and contexts that occur in the situation being studied (Ardiansyah et al., 2023). Documentation is also used as a data collection technique, which involves collecting and analyzing various related documents, such as archives, notes, reports, photographs, and recordings, that can provide additional and relevant information regarding the topic being

studied. In this regard, the analysis technique can be seen in Figure 1 as follows.

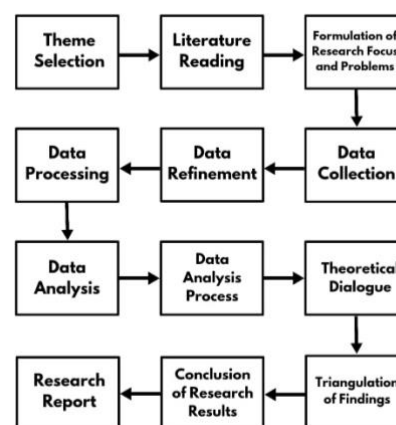


Figure 1: Analysis Technique

## RESULT AND DISCUSSION

### Profile of Tanwirul Qulub Elementary School

Tanwirul Qulub Elementary School is located in Demaan, Kudus City District, Kudus Regency, which is approximately 0.3 km from the center of Kudus City. This school has 12 classes from class 1 to class 6, each class has class A and class B. The number of students in each class is approximately 32 students. The facilities provided are very complete and support the process of learning basic fine arts. This school has easy access as shown in Figure 2:



Figure 2: Easy Access School

### Drawing Learning Process at Tanwirul Qulub Elementary School

The drawing learning process begins by giving freedom to the drawing theme

according to their creativity. Students are directed to draw sketches using simple media such as drawing paper and pencils, then colored with colored pencils or crayons. The lesson lasts approximately 2 hours and is taught in an interactive approach where we actively accompany students, provide suggestions, and motivate students to express their creative ideas more confidently. Thus, creativity needs to be increased by actively involving children in activities; drawing activities can be chosen to develop creativity. Drawing creativity has the following characteristics: drawing creativity is a process that leads to the creation of something new (Sartika Ukar et al., 2021). All of these activities are documented through photos and short interviews with students as shown in Figure 3:



Figure 3: Short Interview with Student

### Analysis of Student Drawing Results

The students' drawings showed varying levels of creativity, and some students expressed the theme very well. Most students described simple objects that had deep meaning, such as a picture of a house. The color patterns used were usually bright and reflected the students' enthusiastic mood during the learning process. From the short interview, we could see that their inspiration came from their daily experiences. Overall, the analysis results showed that learning to draw had a positive impact on students' ability to express their ideas visually. The researchers asked the students the following questions: "What do you like most about drawing lessons at school?"; "Do you think drawing can make us more creative? If so, why?"; "What is the reason

you chose the picture you made?"; "What do you usually imagine before you start drawing?"; and "How do you feel after you finish making a picture you like?" The following are the results of observation interviews with several students who shared their experiences.

### KNZ Data

- a. *"Fun, because we are free to draw anything so we can imagine"*

KNZ enjoys freedom during drawing lessons. This freedom allows KNZ to experiment with new ideas, which is an important element in developing imagination. Imagination is the power of thought to imagine, daydream, or create images of events based on one's thoughts and experiences. Imagination is closely related to the creative process and functions to combine various pieces of information obtained from parts of the senses into a complete and whole picture (Rusli, 2017).

- b. *"Drawing can make us more creative because we can create new things"*

According to KNZ, drawing can increase creativity, this is in accordance with the understanding that the drawing process can increase creative thinking skills, especially in creating something new. Creativity allows students to express themselves uniquely and authentically. By having a creative character, students can express their ideas, feelings, and views in different ways (Lestari et al., 2024).

- c. *"I draw my idol because I often imagine him"*

KNZ is inspired by an idol. This shows how personal experiences and interests influence KNZ's visual expression. Art is often a means to reflect a person's emotional connection and imagination to a particular environment or figure and is important in shaping a creative identity.



- d. *"I usually imagine my idol before I start drawing"*

The process conveyed by KNZ in imagining something before drawing reflects the pre-visualization stage, namely creating a mental image of the work to be created. This stage is important in the creative process because it requires in-depth planning and organization of ideas. KNZ imagines an idol as an inspiration and indirectly explores the elements of style, personality, and values of the idol that can be applied to his/her work.

- e. *"Happy, because the results are according to expectations"*

KNZ is satisfied with the results of his/her drawing because they are according to his/her expectations. Free drawing in fine arts is drawing as he/she pleases so that it can provide a sense of satisfaction from his/her curiosity (Hadijah, Ika Anggraheni, 2022). This sense of satisfaction can increase intrinsic motivation to continue drawing and hone KNZ's skills as shown in Figure 4:



Figure 4: KNZ's Skills

#### TKA Data

- a. *"Because I like drawing and can be free"*

TKA enjoys the freedom to draw because it suits their interests. This reflects the importance of individual expression in art, which allows students to explore ideas without limitations.

- b. *"Yes, because we can think about what we want"*

TKA understands that drawing trains the imagination by imagining something unique. In accordance with the theory that art helps develop creative thinking skills.

- c. *"Look at the highway, then imagine many shophouses around it and many cars passing by"*

TKA's choice of images is based on what is seen. Shows how art can be a way to reflect everyday experiences.

- d. *"Because there are shops, scenery, cars, and streets"*

TKA chooses images based on visual elements that are considered interesting and have varied compositions. Someone who has a high interest in that person is serious about studying and even pursuing something or an object that interests him (Muhammad Maskur Musa & Rahmat Kamal, 2022). TKA demonstrated his ability to integrate real environmental elements into his artwork.

- e. *"As expected, I think it's quite good."*

TKA was satisfied with the results of his drawing, which shows that positive experiences can be an important factor in increasing intrinsic motivation. This satisfaction further strengthened TKA's desire to continue learning art and improving his skills, because he felt the pleasant emotional impact of the creative process as shown in Figure 5:



Figure 5: TKA's Skill

#### KNS Data

- a. *"Can freely choose colors, so I use bright colors and I am free to choose colors using coloring like crayons"*

KNS feels free to express himself through the choice of colors when taking art and culture lessons. In the coloring process, KNS uses crayons as the main tool because crayons can produce brighter and clearer colors. Its use is also simple, simply by scratching or scribbling on the drawing media without rules for using certain colors (Mahmudah et al., 2023). KNS tends to choose bright colors such as yellow, light green, light blue, and orange to highlight creativity while creating a more pleasant atmosphere. The choice of these colors also reflects KNS's personality which is cheerful, positive, and likes colorful things.

- b. *"Yes, more creative, because I can use my imagination to make mountains, suns, and houses according to what I imagine"*

According to KNS, drawing can increase creativity because it involves the use of imagination. When drawing, KNS feels free to create things according to what he imagines, such as mountains, the sun, or houses, without having to follow certain shapes or rules. This activity reflects the creative thinking process. Drawing is a very appropriate activity to express oneself and actualize children's potential. This activity helps children develop and improve their imagination and creativity through the exploration of color, texture, and shape.

- c. *"Because it was inspired by my house which can see the mountains and is very beautiful"*

KNS showed that he chose the picture he made because it had an emotional connection or personal experience. KNS's inspiration came from the view of his house, which can see the mountains, and he thought it was very beautiful. This reflects that

KNS feels connected to the beauty so he chooses to draw something that reminds him of that experience, rather than choosing other pictures that may be less meaningful to him.

- d. *"I like nature, I imagine a river or lake around the mountain must look very cool and beautiful"*

KNS gets inspiration from nature before starting to draw. When imagining a river or lake at the foot of a mountain, KNS expresses his interest in the beauty and peace offered by nature. The most frequently created images using paper and stationery are usually twin mountains, rice fields, and a house. Most likely, this atmosphere provides a cool and calming feeling that motivates his creative process. In other words, nature is a theme or element that KNS often imagines to create artwork.

- e. *"I'm happy because the colors match, so it looks like a real village scene"*

KNS is satisfied because the resulting image has a harmonious and harmonious color combination. This makes the image look realistic as if it depicts a rural atmosphere. KNS appreciates the suitability of colors in the image to create a lively and natural impression as shown in Figure 6:



Figure 6: KNS's Skill

### FLH Data

- a. *"I have a hobby of racing, I want to have a polygon bike, so I like to draw Polygon racing bike designs"*

FLH explained that his interest in racing and his desire to have a Polygon bike influenced what he liked during drawing lessons. FLH likes to draw Polygon racing bike designs because they are in line with his hobby. This shows that FLH tends to draw something related to his interests and dreams, such as his favorite racing bike. Through drawing activities, children can channel their thoughts and feelings creatively. With great enthusiasm during the drawing process, they can create works of art that depict their hopes and dreams (Nurzaharani, Sirajuddin Saleh, Jamaluddin, 2024).

- b. *"Imagining things that I like because it's fun"*

According to FLH, drawing is a way to hone creativity because it allows FLH to imagine things that he likes, such as activities or objects that are fun for him. For FLH, drawing is a more interesting and creative activity because it involves the freedom to imagine and connects that imagination with interests, making the process fun and generating new ideas.

- c. *"Sad, because I haven't been able to have a polygon brand bicycle"*

FLH feels sad because he doesn't have the Polygon brand bicycle that he dreams of. FLH chooses to draw the bicycle to express his feelings or desires, perhaps as a way to achieve that dream or to comfort himself because he can't have it yet. This reflects unfulfilled hopes and desires.

- d. *"Imagine me riding that polygon bicycle, and it looks cool"*

Before starting to draw, FLH imagines himself riding a Polygon bicycle and feels great doing it. This shows that FLH may be inspired by the Polygon bicycle and provides inspiration for FLH, while also fostering self-confidence and

happiness through this imagination. Thus, FLH uses this imagination as a source of motivation or ideas for drawing.

- e. *"Hoping to be able to buy that bicycle someday"*

FLH's answer indicates that after drawing the bicycle that he likes, FLH feels interested or inspired to have the bicycle. FLH hopes that one day he can buy it, which shows that the drawing is related to the bicycle that he dreams of or likes. This shows that the drawing has an emotional meaning that is related to FLH's desires or dreams as shown in Figure 7:

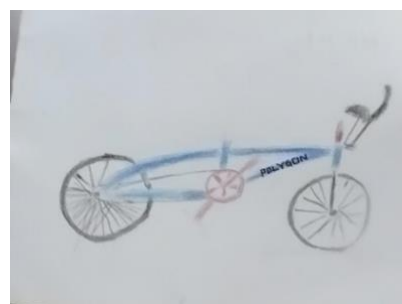


Figure 7: FLH's Skill

#### PPT Data

- a. *"Because there are no lessons and it's fun"*

PPT enjoys drawing lessons at school because they are considered a more relaxed and enjoyable time, unlike formal lessons that are often full of rules or pressure. In other words, drawing allows him to have fun, express himself freely, and enjoy a more relaxed atmosphere compared to other lessons.

- b. *"Yes, because I can draw the solar system and many planets"*

PPT feels that drawing can increase creativity because it provides an opportunity to imagine and create things that are unusual or rarely seen in everyday life, such as outer space and planets. The solar system is a collection of various celestial objects, such as planets, moons, asteroids, and comets, which are bound by the sun's gravity (Saputra et al., 2024). This

answer shows that drawing activities allow him to express his imagination and unique ideas that may be difficult to realize in other forms.

- c. *"To be creative, because I have never drawn this, I tried and succeeded even though it was not optimal"*

PPT chose to draw something that had never been tried before because he wanted to hone his creativity. Although the result was not perfect, he felt satisfied that he had tried something new, which reflects a positive attitude towards challenges and a desire to grow. This answer shows a passion for exploration and learning.

- d. *"I was imagining a house but it was normal, suddenly I thought of a picture of outer space"*

Before starting to draw, PPT initially planned to draw something he usually made, such as a house. However, spontaneously, he got a new idea to draw something more interesting to him, namely outer space. This answer shows that PPT is open to new ideas and enjoys trying things that are different from his usual drawings.

- e. *"Happy, finished quickly, and happy"*

PPT felt satisfied and happy after finishing his drawing. PPT felt happy because the drawing process went smoothly and was finished quickly, which may have made him feel efficient and productive. This feeling of happiness shows that drawing is an activity that gives PPT satisfaction and pleasure as shown in Figure 8:



Figure 8: PPT's Skill

#### ARA Data

- a. *"Like it, because there is no homework and it is freer"*

ARA likes drawing lessons at school because of the relaxed and pressure-free atmosphere. Without homework, this lesson feels lighter, while the freedom to draw allows her to express herself without many rules. Arts and Crafts education in elementary schools has the function and purpose of developing attitudes, skills in creating, and enthusiasm for creating (Siskowati & Prastowo, 2022). ARA enjoys a flexible and non-rigid learning atmosphere.

- b. *"Yes, it can make us think imaginatively"*

Drawing can stimulate ARA's creativity because it encourages her to use her imagination. Through drawing, ARA can create new ideas, explore her thoughts, and express ideas in visual form. According to ARA, drawing activities help train the brain to think more creatively.

- c. *"Because I was inspired by a mango tree in front of my house, and I like watermelon and avocado"*

ARA chose the drawing because she was inspired by things that were close and familiar to her, such as the mango tree in front of her house. In addition, ARA also drew watermelon and avocado because ARA likes these fruits. Her answer shows that ARA's choice is based on personal experience and her preferences for certain things so the picture has a special meaning



for her.

- d. *"Confused, because I often draw mountains, rice fields, and houses. Suddenly I thought of the mango tree in front of the house"*

Before starting to draw, ARA felt confused because she often drew the same objects, such as mountains, rice fields, and houses, so she felt there was a lack of variation or new ideas. However, suddenly ARA got inspiration from her surroundings, namely the mango tree in front of the house. ARA tends to draw based on observations of the surrounding environment. Children's observations of the surrounding environment are related to objective factors, where children will pour everything they see into pictures on paper so that the resulting picture reflects what they observe (Handayani. Sayekti et al., 2022).

- e. *"Happy, because it matches expectations"*

ARA felt happy because the results of her drawing were in accordance with what ARA had previously imagined or expected. ARA is satisfied with her ability to realize her ideas or concepts into images that match her wishes. This shows a sense of pride and satisfaction for the efforts that have been made as shown in Figure 9:



Figure 9: ARA's Skill

## NDIA Data

- a. *"Coloring, it's better to be free to choose the color"*

NDIA enjoys coloring because they feel free to choose the color, which allows them to express themselves more freely. This freedom to choose the color is important to increase students' creativity because they can create artwork that suits their personal preferences.

- b. *"Yes, because I can imagine, for example, I draw chocolate"*

NDIA believes that drawing helps develop creativity by using space for imagination. In this case, NDIA decided to draw chocolate, which shows that drawing allows students to convey creative ideas related to their daily experiences.

- c. *"Inspired by the chocolate bar I ate"*

NDIA decided to draw chocolate because it was inspired by something natural, namely eating chocolate bars. Students' creativity is seen when students draw freely to express themselves. Over time, children's creativity will be seen in every activity they do because children explore their environment (Rosida & Rosyidah, 2024).

- d. *"Relieved, happy the picture is good, it looks good"*

Before drawing, NDIA imagines how the drawing will look good. Feeling relieved and happy when the picture is good and looks good, shows that expecting satisfactory results and feeling satisfied with the achievement.

- e. *"Happy because it's good"*

NDIA feels happy after completing the drawing because the result is in accordance with his expectations. Satisfaction with the final result shows that drawing gives a sense of achievement and pride, which supports the development of self-confidence and

motivation in further work.

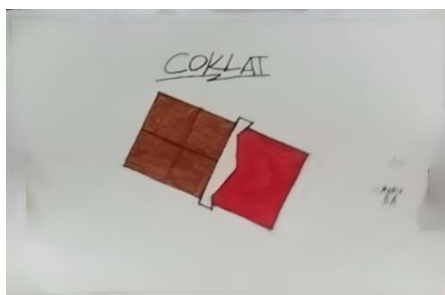


Figure 10: NDIA's Skill

### NFL Data

- a. *"No lessons (free), can be creative and free to draw anything"*

NFL enjoys the freedom to draw because he can express his creativity without limitations. This allows him to explore various ideas and create artwork according to his imagination, increasing his self-confidence and happiness in his work.

- b. *"I can because I tried to draw something I couldn't do and I succeeded"*

NFL feels that drawing helps him develop his creativity because he tried to draw something he couldn't do before and finally succeeded. This shows that drawing is a challenging learning process. It can express the knowledge and ideas of the students themselves to produce creative work (Lailatul Manjilah et al., 2024).

- c. *"Because I like anime drawings, I like watching anime comics, so I draw anime like in comics"*

NFL chooses to draw anime because he is interested in the world of animated comics. This choice reflects his interests and passion for a particular media. Drawing what you like makes the activity more fun and motivates you to continue learning and developing.

- d. *"I remember the exciting story in the comic, then I tried to make him look cool like in the book"*

Before NFL started drawing, he

was inspired by the comic stories and characters he read. Imagination and memories of the story helped visualize the image he wanted to create. This shows how personal experiences and interests influence ideas and creativity when drawing. Fine arts for students function as a medium to express emotions, ideas, thoughts, and views of students as creators. His work is his tool for imagining, expressing his feelings, and telling stories about interesting things around him (Pardede, 2022).

- e. *"Happy because the picture looks similar, even though it's a bit difficult to make"*

NFL was happy and satisfied with the results of his drawing, even though, through a difficult process, he managed to create the image according to his wishes. This satisfaction shows that he is proud of his achievements and increases his confidence and enthusiasm to create even better images as shown in Figure 11:

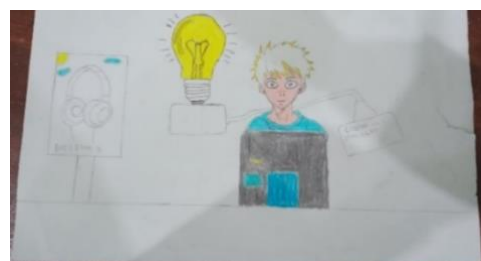


Figure 11: NFL's Skill

Learning the art of drawing at SD NU Tanwirul Qulub Kudus helps improve students' creativity and expression. Students are free to choose the theme and method of drawing, so they can express ideas inspired by their experiences, interests, or ideals. Drawing is also a means to train imagination and create new ideas. Teachers who support freedom of expression create a fun learning atmosphere so that students' creative potential can develop better. With the right approach, this activity is effective in fostering creativity and appreciation for

art.

## CONCLUSIONS

Learning the art of drawing at SD NU Tanwirul Qulub Kudus has a positive effect on increasing students' creativity and expression. Through a free-choice approach to themes, media, and drawing techniques, students can use their imagination to express their ideas visually. This process not only encourages the development of technical skills, but also helps students understand aesthetic values, build self-confidence, and improve creative thinking skills.

The results of the study showed that freedom to create increased students' enthusiasm and made them more involved in learning. Drawing themes often reflects students' personal experiences, interests, and ideals, such as drawing the surrounding environment, idols, or favorite objects. Drawing activities also function as a medium for students to reflect on their thoughts, feelings, and emotional experiences. In addition, students feel satisfied and happy when their work meets expectations, thus contributing to their intrinsic motivation to continue learning and creating.

With the right approach, learning the art of drawing can be an effective means of building creativity, developing imagination, and instilling aesthetic values and artistic sensitivity from an early age. Therefore, teachers are expected to focus more on the process of exploring ideas and students' freedom of expression, not just neat or visually beautiful final results. This learning creates a fun learning environment, supports the development of students' potential, and helps them become creative and innovative individuals.

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## CONFLICT OF INTEREST

The authors declare no conflicts of interest.

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