PAINTING ART EDUCATION TO DEVELOP STUDENTS' CREATIVITY AT ELEMENTARY SCHOOL NU TANWIRUL QULUB KUDUS REGENCY

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Abstract

Research conducted at SD NU Tanwirul Qulub highlights the significant impact of painting art education on the development of students' creativity and character. This research reveals that painting lessons enhance fine motor skills, and imagination, and foster positive traits such as discipline and teamwork among students. The learning process includes several stages: sketching, painting, presenting artwork, and conducting interviews, each providing opportunities for creative expression and collaboration. Although facing challenges related to motivation and assessment quality, the findings indicate that painting serves as an effective medium for nurturing creativity and character development in children. The qualitative approach used in this research involves direct observation, interviews, and documentation to collect comprehensive data on the painting education process. The results emphasize the importance of innovative teaching methods and strong educator support in unlocking students' artistic potential. Furthermore, this research underscores the role of painting in shaping children's personalities and enhancing critical thinking skills. Overall, this research provides valuable insights into the integration of art education in Indonesian schools, supporting.

Keyword : *Painting, Creativity Development, Art Education, Children's Creativity*

INTRODUCTION

Painting is one of the branches of visual arts that uniquely conveys the artist's expressions and feelings through strokes, colors, and visual composition. As a form of artistic expression, painting invites us to reflect on the beauty and the underlying meaning behind the works created. According to Wiratno (2018) painting is a medium that can connect aesthetic experiences with visual communication through various technical approaches and the painter's interpretation process of the objects they create. Yunaldi (2016) the strokes and colors in a painting reflect the emotions and character of the individual artist, making each painting unique.

The current phenomenon shows that public interest in painting is

increasing, especially in education. Many schools are beginning to integrate painting lessons as an extracurricular subject that encourages students' creativity. As expressed by Fauzziyah & Reffiane (2021), state students' interest in extracurricular painting activities at Elementary School NU Tanwirul Qulub Kudus is very high because these activities can develop their imagination and fine motor skills. However, behind this phenomenon, some schools still have challenges related to motivation and the quality of painting art education . According to Nelson (2016)), creativity in painting education requires an innovative approach and strong motivation from educators so that students can explore the artistic potential within themselves.

Teachers' role in developing students' potential through painting is vital in formal education. Retnowati (2009) n her research on the development of assessment instruments for children's painting, works in elementary schools. She emphasizes that comprehensive assessment needs to encompass technical aspects and creativity so that the outcomes of painting education can be objective and in-depth. However, there is still a gap between the quality of assessments conducted by teachers and the student's ability to produce original and expressive artwork.

From the theoretical perspective, painting is understood as a two-dimensional visual art that involves various elements such as color, line, shape, and texture, aiming to convey profound visual expressions. According to Amiroh & Pamungkas (2023), painting is a medium of visual expression that combines these elements to create communication between the artist and the audience. Meanwhile, Prof. Dr. I Ketut Suda, (2018) in his research on painting at the I Wayan Gama Painting School, revealed that learning painting, especially at an early age, plays a significant role in shaping a child's character and personality.

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that learning painting, especially at an early age, plays a significant role in shaping a child's character and personality. Amiroh & Pamungkas (2023) state that painting is a two-dimensional visual art that features color, line, shape, and texture elements. They explain that painting education, especially at an early age, plays a significant role in shaping a child's character, as seen in the "I Wayan Gama Painting School" by Prof. Dr. I Ketut Suda (2018). Meanwhile Mariana et al., (2024) added that children aged 6-7 years can develop creativity and social skills, essential in personality formation through painting.

Previous research shows that painting has a significant impact on children's psychological and cognitive development. Chia & Fitryona, (2022) noted that abstract painting serves as a means of self-expression for the artist and reflects the close relationship between art and society. Their study of Yasrul Sami's work shows how art serves as a medium to convey meanings of life, social issues, and even politics through the use of symbolic elements such as numbers, letters, and colors. According to (Deswanty et al., 2024) further research that explores creative ways to utilize materials commonly found at home or in school environments can also be conducted. The goal is to stimulate students' imagination and teach them that creativity does not always depend on expensive materials or large spaces. Additionally, Ummah, (2019) states that painting itself is a branch of visual arts whose expression is realized through two-dimensional works where the main elements in this work are lines and colors. Painting itself is an extension of drawing, which usually has its own uniqueness or distinctive characteristics based on themes, patterns or styles, techniques, as well as the materials and forms of the artwork.

In this context, this research aims to delve deeper into the concepts and methods of painting education and its influence on the development of students' creativity. It will also discuss how painting

can be used to shape character and enhance students' critical thinking skills. This research can contribute to developing painting education in Indonesia, both in formal and non-formal contexts.

METHOD

This research uses a qualitative approach to delve into phenomena and explore in-depth understanding. According to Nasution, (2023) qualitative research is used to investigate, discover, describe, and explain the qualities or characteristics of social influences that cannot be explained, measured, or illustrated through a quantitative approach.

This type of research uses a case study approach conducted in detail and delves into the context of a phenomenon. A case study is a series of scientific activities conducted intensively, in detail, and deeply about a program, event, and activity, whether at the individual level, a group of people, an institution, or an organization, to gain in-depth knowledge about the event. Rusli et al.,(2014). The type of case study research aims to illustrate the development of students' creativity in painting. The research flow can be seen in the following Figure 1:
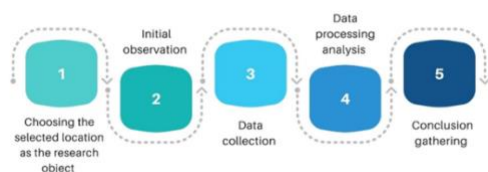

Figure 1: Research Flow Structure

This research was conducted through direct observation, including interviews, documentation, and observation of the studied objects. This observation aims to obtain detailed and relevant data. This research falls under structured observation with a predetermined plan. Observation is a data collection method that involves direct observation of specific objects or phenomena to obtain accurate and objective information. This process is carried out by observing and recording the symptoms that appear, both at the research location and through other media. According to (Hasibuan et al., 2023) observation is a data collection technique conducted through observation accompanied by notes on the object. In-depth interviews are conducted face-to-face with students, with questions being answered. Documentation, in addition to the interview method, is carried out with photos and videos of the students (V. Wiratna Sujarweni, 2014). Observation was conducted directly in the classroom while the students were painting.

According to Miles and Huberman dalam Saragih et al., (2024) qualitative data analysis is conducted interactively and consists of three components: data reduction, data presentation, and conclusion drawing. This process continues until completion, so the data becomes saturated. According to Miles Huberman, interactive analysis can be seen in Figure 2:
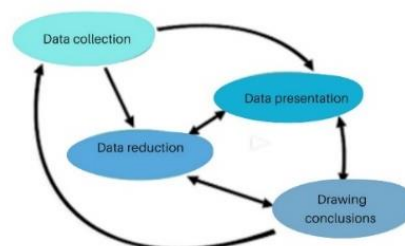

Figure 2: Interactive Data Analysis

The image above explains the following: (1) Data collection: This is the initial step in the research process that involves gathering information from various relevant sources to achieve the research objectives. (2) Data reduction: defined as the process of selection, focusing attention, simplification, and transformation of raw data obtained from field notes. (3) Data presentation: displaying or presenting the collected data in a more structured and easily understandable form. (4) Drawing conclusions: the process of summarizing important information from all the

collected data to provide a clear understanding to the reader regarding the results of the analysis that has been presented.

RESULT AND DISCUSSION

Profil Elementary School NU Tanwirul Qulub

Elementary School Tanwirul Qulub is a NU elementary school in Jalan, KH. Wakhid No. 2 in Demaan Village, Kudus City District, Kudus Regency, Central Java. Elementary School NU Tanwirul Qulub is a private elementary school established in 1967, with land ownership under the Ma'arif Nahdlatul Ulama Tanwirul Qulub Educational Imolementation Agency Foundation. Elementary School NU Tanwirul Qulub is led by the Principal, Mrs. Dra. Sri Wahyuningsih, S.Pd., and managed by an operator named Tutik Amalia, with positive support from all stakeholders (the Principal, teachers, school committee, foundation, and alums). In the school's learning activities, 12 professional teachers have been accredited with grade A. Elementary School NU Tanwirul Qulub is still operating well to this day, fostering harmonious relationships between the school community and the surrounding society. Photo documentation of the Elementary School NU Tanwirul Qulub environment can be seen in the following Figure 3:

Figure 3: Elementary School NU Tanwirul Qulub Environment

Elementary School Tanwirul Qulub has a vision of "Realizing students who excel in achievements, are disciplined in worship, possess noble character, are academically intelligent, have a leadership spirit, and are environmentally conscious." The mission of Elementary School Tanwirul Qulub includes (1) Providing the best service in guiding students to have strong faith, mastery of knowledge, noble character, and mature behavior.(2) Fostering an appreciation for religious teachings, culture, and the nation as a source of wisdom in behavior and conduct. (3) Enhancing abilities in daily life. (4) Developing and implementing active, innovative, creative, practical, enjoyable, and Islamic learning strategies. (5) Using the environment as a medium and source of learning. (6) Fostering an attitude of care and love for the environment. (7) Cultivating creativity in preserving and managing the environment through extracurricular activities, sports, skills, and self-development.

Painting Learning Process

The Painting Learning at Elementary School NU Tanwirul Qulub is attended by five students selected to develop their artistic creativity. The Painting Learning at Elementary School NU Tanwirul Qulub is conducted in the 5th Grade, using media such as canvas, pencils, erasers, brushes, and watercolor paint. This process is carried out without using digital drawing media. Still, the students are encouraged to paint with their creativity and are allowed to express their creativity through themes they choose. This activity was chosen because painting is a form of creative expression and helps children develop their imagination, fine motor skills, and the ability to express their ideas. The learning of painting is divided into several stages:

Sketch Stage

A sketch is the stage where someone expresses their idea in a drawing before it is perfected with a painting. According to Gunada, (2020) a sketch is creating a design based on a predetermined theme. The sketching process involves dividing several areas on the painting medium to determine where the objects will be drawn. Sketches are

chosen to be used as designs that will later serve as guidelines for realizing an existing idea. Such efforts are enjoyable and must be tried as part of the experimentation process because previous sketches can provide various alternatives that stimulate and inspire creativity Putra, (2019) as shown in Figure 4:

Figure 4: Experimentation Process

At this stage, students are allowed to express their ideas through sketches. The sketch is drawn on a pencil canvas and accompanied by an eraser. After obtaining the basic concept, they start by creating lines that form the picture's composition while adding elements that reflect their imagination and personal style. This aims to make it easier for students to paint later. The researcher accompanied and observed this process to understand how students express their creative ideas through painting education.

The Painting Stage

Painting is the most critical stage, and it allows children to express their creativity freely. Painting is a complex process because, through painting, children will gain direct learning experiences and can convey information to others through the artwork they have created Hardiyanti, (2020). Through painting activities, children not only develop their imagination but also improve essential skills such as color recognition, hand-eye coordination, and fine motor control. This process encourages them to explore various techniques and media, fostering problem-solving abilities and self-confidence.

Moreover, painting serves as a medium for emotional expression, allowing children to communicate feelings or ideas that may be difficult to express verbally as shown in Figure 5:

Figure 5: The Painting Stage

After completing the sketching stage, students can proceed to the painting stage by applying colors and techniques that reflect their creativity. The painting process begins with the preparation of the necessary tools and materials, such as canvas, acrylic or oil paints, brushes, and palettes. Once all the preparations are complete, the students start applying paint to the canvas according to the sketches they have previously made. They are free to choose the painting techniques they desire, such as color layers, color mixing, or variations in brush strokes

Stage of Artwork Presentation

Artwork Presentation is the stage where students are given the opportunity to showcase their paintings. Students exhibit the completed paintings in front of their classmates' audience. Presenting artwork in front of an audience helps students build confidence and develop their communication skills, as they explain the meaning, process, and techniques behind their creations. This stage also fosters an appreciation for diversity in artistic expression, as students observe and learn from each other's work. Additionally, it creates a sense of achievement and pride, motivating students to continue exploring and improving their artistic abilities. as shown in Figure 6:

Figure 6: Student's Paintings

Figure 7: Student's Completed Paintings

At this stage, the prepared works will be shown in front of the class to appreciate the diversity of ideas and expressions in painting and to strengthen students' understanding of the techniques and concepts they have learned. This stage also opens up a space for discussion about the techniques, themes, and messages contained in the paintings, allowing them to share the creative process and inspiration behind the artwork. Additionally, this stage aims to boost students' confidence in presenting their work to others. Through presentations, students can also receive constructive feedback from classmates and teachers, which can help them develop their artistic skills.

Interview Stage

An interview is a two-way communication process that involves questions and answers between two or more parties. In an interview, one party (the interviewer) asks questions, while the other party (the respondent) provides answers or explanations relevant to the topic being discussed. The effectiveness of an interview is determined by the extent to which the information to be collected has been achieved Heni Widiastuti, Ferry V.I.A Koagouw, (2018) as shown in Figure 8:

Figure 8: Interview Stage

The interview stage regarding the painting results that reflect the students' creativity begins after the painting process is completed. In this stage, the researcher invites the students to explain the theme and inspiration behind their paintings and poses open-ended questions during the interview, such as "What inspired you to choose this theme?" and "How did you feel while painting this work?". By listening to each other's stories, all students can learn and be inspired by their friends' creativity. This interview stage not only helps them become more confident in expressing themselves but also creates an atmosphere of mutual respect and support among classmates. This can also improve students' public speaking skills and their confidence. Related to the interview results, the data is listed as follows :

Data (1) student named Rendy

Researcher	*: Where do you usually paint?*
Researcher	*: Where do you usually paint?*
Student	*: I once painted at Gor Kudus.*
Researcher	*: Do you like painting? Why?*
Student	*: I like painting because I can showcase my ideas.*
Researcher	*: Why did you paint this?*
Student	*:Because I like the atmosphere of the night, nature, and the*

ocean; the scenery is stunning.

Researcher   *: How do you feel when you are painting?*

Student   *: I feel happy.*

Researcher   *: Do you like painting with watercolors?*

Student   *:I like painting with watercolors because they are easier to apply.*

The data (1) above shows Rendy's interest and motivation in painting. Rendy chooses to paint at Gor Kudus because he enjoys this activity to express his creative ideas. He shows an interest in the beauty of nature, especially the night atmosphere and the sea view, which he finds very captivating. Painting makes Rendy feel happy, and he prefers using watercolor because it is easy to apply. The conversation highlights the positive relationship between painting activities and students' ability to express themselves.

Data (2) student named Syakira

Researcher   *: Where do you usually paint?*

Student   *: I rarely paint, but I once painted at Simpang 7 Semarang.*

Researcher   *: Do you like painting? What is the reason?*

Student   *: I prefer drawing, but I also like painting a little because I find painting difficult.*

Researcher   *: Why did you paint this?*

Student   *: Because I like flowers*

Researcher   *: How do you feel when you are painting?*

Student   *: I feel happy when painting because I can have many ideas.*

Researcher   *: Do you like painting with watercolors?*

Student   *: I like it, but it's difficult. I usually prefer using crayons because their colors are easy to blend, making them beautiful.*

The data (2) above reveals that Syakira does not paint very often because

she finds painting quite challenging and prefers drawing activities. Nevertheless, Syakira feels happy when painting flowers and enjoys the process. She prefers using crayons for drawing because it is easier compared to painting. This conversation reflects the differences in preferences and challenges students face in art activities, affecting their motivation and creativity in creating works.

Data (3) students named Farel

Researcher   *: Where do you usually paint?*

Student   *: I usually paint at home.*

Researcher   *: Do you like painting? What is the reason?*

Student   *: I like painting because I enjoy being creative.*

Researcher   *: Why did you paint this?*

Student   *: Because I want to try something new by painting this picture.*

Researcher   *: How do you feel when you are painting?*

Student   *: I feel happy.*

Researcher   *: Do you like painting with watercolors?*

Student   *: I like it, but I'm not used to it yet. I usually use colored pencils because they're easier, and I'm already used to them.*

The data (3) above shows that Farel often paints at home and is very interested in this activity because he desires to be creative. Painting makes him feel happy, and he enjoys trying new things. Although Farel likes watercolors, he more often uses colored pencils because they are considered more practical. This conversation illustrates how painting can be an essential medium for self-expression and nurturing creativity while enhancing happiness and providing space to explore new ideas.

Data (4) students named Khania

Researcher   *: Where do you usually paint?*

Researcher   *: Where do you usually paint?*

Student   *: I usually paint in the gym with my father.*

Researcher : Do you like painting? Why?
Student : I rarely paint, but usually, when I'm at home and have nothing to do, I paint.
Researcher : Why did you paint this?
Student : Because it's easier, and I also like flowers.
Researcher : How do you feel when you are painting?
Student : I feel happy and cheerful.
Researcher : Do you like painting with watercolors?
Student : Yes, I like using watercolors because they are liquid, so it's easy to color with them.

The data (4) above shows that Khania only paints occasionally, usually when she has free time. Flowers often become the subjects of her paintings. Practicing makes Khania feel happy and cheerful. The medium she chose was watercolor because it felt easy to use. Watercolor offers a pleasant experience, encourages creativity, and teaches children to explore with colors. This conversation illustrates the positive relationship between painting activities and students' happiness.

Data (5) student named Wulan
Researcher : Where do you usually paint?
Student : I rarely paint, but I once painted in the book my mom bought for me.
Researcher : Do you like painting? What is the reason?
Student : I like painting because I enjoy coloring with paint.
Researcher : Why did you paint this?
Student : Because what I have in mind is attracted to this painting.
Researcher : How do you feel when you are painting?
Student : My feelings when painting makes me happy.Researcher: Do you like painting with watercolors?
Student : Yes, I like using watercolors because it's fun and easy to apply.

Data (5) above reveals that although Wulan rarely paints, she is interested in this activity, especially when using the coloring book bought by her mother. Wulan enjoys painting because she likes coloring with cats and feels happy doing it. Her interest in painting arises from the ideas in her mind. He prefers watercolor because it is considered fun and easy to use. This conversation shows that drawing can enhance children's happiness and creativity and provide opportunities to express their thoughts and feelings.

CONCLUSIONS

This research shows that painting has a significant role in developing the creativity and character of students at SD NU Tanwirul Qulub. Through painting lessons, students can express themselves artistically and master their fine motor skills and imagination. These activities are conducted with an enjoyable approach, where students are free to choose themes and painting techniques, making them feel more engaged and motivated. The observations show that students are enthusiastic about painting activities, which positively impacts their self-confidence and social skills. Additionally, painting education also contributes to forming positive character traits, such as discipline and cooperation. However, challenges still exist regarding motivation and the need to improve the quality of assessments to make them more objective. This research shows that painting has a significant role in developing the creativity and character of students at SD NU Tanwirul Qulub. Through painting education, students can express themselves artistically and master fine motor skills and their imagination. These activities are conducted with an enjoyable approach, where students are given the freedom to choose themes and painting techniques, making them feel more engaged and motivated. Observation results show that students are enthusiastic about painting activities, positively impacting their self-confidence and social

skills. Additionally, painting education also contributes to shaping positive character traits, such as discipline and cooperation. However, challenges still exist regarding motivation and the quality of assessments, which need to be improved to be more objective.

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CONFLICT OF INTEREST

The authors declare no conflicts of interest.

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