



ELEVATING THE STUDENTS CREATIVITY BY ART DRAWING

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Article History:

Received: 28-09-2022

Revised: 18-10-2022

Accepted: 31-10-2022

Keywords:

Art , Creativity,

Grattage Techniques

Abstract: *Through art education, students can develop their potential, hone their intelligence, exercise their creativity, and form their personality. Drawing activities in general are activities that are in great demand by elementary school students. To increase student creativity, teachers want to apply the use of grattage techniques. The grattage technique is one of the drawing techniques in fine arts. This study aims to find out how the grattage technique is applied and whether there is an increase in creativity after drawing using this grattage technique. This research is a class action research consisting of 2 cycles, which was conducted on grade 4 students of UPT SD Negeri Talun 03. From the results of the study, there was an increase in student creativity in using grattage techniques which was shown by an increase in the percentage of learning completion in cycle 2. And more than 70% of students are declared complete learning.*

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INTRODUCTION

Education has a dynamic influence in human life in the future. Education can develop various potentials optimally, namely the development of the highest individual potential in the physical, intellectual, emotional, social and spiritual aspects, according to the stage of development and characteristics of the physical environment and socio-cultural environment in which he lives (Mikarsa, 2008:1).

Cultural Arts and Skills Education (SBK) is basically a culture-based arts education. Through art education, students can develop their potential, hone their intelligence, train their creativity, and shape their personality. Drawing activities in general are activities that are in great demand by elementary school students. Drawing is an attempt to express and communicate thoughts, ideas, emotions, and imagination in the form of two-dimensional artistic value using lines and colors. Through drawing activities teachers can use to optimize the golden age of creative expression for elementary school children by presenting a variety of new learning experiences in learning, especially learning to draw with the grattage technique.

Drawing with the grattage technique is a technique of scratching wet paint with tools such as a comb, fork, pen, razor. This technique takes advantage of the wet plastic properties of the paint that has been brushed on the canvas surface. Several studies have shown that drawing using the grattage technique has a positive effect on increasing students' creativity. Therefore, a similar study will be carried out on fourth grade students at SD Negeri Talun 03. This is intended to find out how the application of grattage technique art learning to fourth grade students at SD Negeri Talun 03. As well as whether there is an increase in skills in learning grattage engineering visual arts at fourth grade students.

The Issues

Contextual Issues:

- Lack of understanding of students in performing drawing techniques.
- Lack of creativity and drawing skills using the correct drawing techniques.

Literature Review Issues:

- Cultural Arts Education is a subject that can develop potential, hone intelligence, train creativity, and form student personality.
- Drawing is the most popular art activity for students.
- Grattage technique is one of the drawing techniques taught with the aim of increasing students' creativity and skills

The Formulas

- A. How is the application of art learning with grattage technique to 4th grade students of UPT SD Negeri Talun 03?
- B. Is there an increase in student creativity in art learning with grattage technique for 4th grade students of UPT SD Negeri Talun 03

Research Purposes

This research aims to:

- A. Knowing the application of art learning grattage technique to grade 4 students of UPT SD Negeri Talun 03.
- B. Knowing that there is an increase in student creativity in art learning with grattage technique for 4th grade students of UPT SD Negeri Talun 03.

LITERATURE REVIEW

Art education or known as cultural arts and crafts is one of the subjects applied in elementary schools. This education is very important for developing the child's personality, taste sensitivity, imaginative processes and creative appearance. This is in line with Ismiyanto's thinking that through art education, students will be able to produce and carry out art activities, namely being able to create and adapt the work of others (Ismiyanto, 2003).

Drawing is a form of education given to children. Drawing activities are used to shape and develop a child's personality so that his logic and emotional abilities grow in balance. Through drawing activities, children begin to think imaginatively and carry out a creative process in exploring an object expressed in the image medium.

Conceptually drawing can be interpreted as a representation of an observed object. This process is more of a moving of objects observed in the medium of the image. The results of the observation of drawing objects can be in the form of plants, objects around or even in the form of cartoons, comics to abstracts.

Through learning fine arts in elementary schools, students are expected to be able to channel their talents through drawing activities. Drawing activities are indirectly able to

improve the child's fine motor skills and develop his creativity. This is because the experience gained through drawing children dares to try something according to their mood without any coercion. So drawing activities are a fun thing for students.

Grattage is a type of painting whose dyes are already fused with the substrate, substrated with paper and performed by scratching techniques. Grattage is a technique scrape the still wet paint with some tools such as combs, forks, pens, razor blades, broken glass, needles, etc. This technique makes use of the plastic properties of the paint that is still wet but already tapped on a support or canvas (Subagiyo, n.d.).

Early Research

The following is an earlier research, namely increasing student creativity through a storytelling image competition at SD 226 Palembang (Patriansah et al., 2021). Based on the results of the research, it was obtained that the achievement of the drawing competition activity was quite potential, this can be seen from the high interest of students and most of them already have good talents and drawing skills. This can be seen from the resulting image is quite interesting and has aesthetic value both in terms of form, ideas and ideas, as well as story elements in it.

RESEARCH METHOD

The method used in this research is Classroom Action Research. Classroom action research is defined as a systematic study to improve educational practice by groups of participants by means of their own reflection on the influence of such actions (Hopkin in Handayani). In other words, class action research is used to improve the quality of the subjects to be studied.

The class action research design used was the Kemmis and Mc Taggart model. This model is flexible and in its implementation can be adapted to research conditions. This model of Kemmis and Mc Taggart is in the form of a spiral because in its cycle it forms a loop consisting of the stages carried out. The stages in one cycle include planning, action, observation and reflection. If in one cycle there has been an expected increase, there is no need to go to the next cycle.

Grattage Technique Drawing Assessment Rubric

Assessed Aspects	Shoes		
	Good (3)	Simply (2)	Need Guidance (1)
Theme Suitability	Able to draw according to the theme well	Able to draw according to the theme quite well	Not yet able to draw according to the theme well

Color Composition	Able to give color composition well	Able to give color composition quite well	Not yet able to give color composition well
Aesthetic	Able to display aesthetic elements in the image well.	Able to display aesthetic elements in the image quite well.	It has not been able to display aesthetic elements in the image well.

The research instruments used in this study include:

1. Student drawing results
2. Activity Observation Sheet
3. Documentation

Research Procedure

The class action research procedure in one cycle includes four stages, namely planning, action, observation, reflection.

At the planning stage, the teacher prepares everything related to learning activities such as rpp, materials and tools that will be used for drawing as well as observation sheets.

At the implementation stage, the teacher carries out activities in accordance with the steps stated in the rpp. Next is the observation stage, namely the teacher who at the same time acts as a researcher, observing the activities carried out by students.

Last is the reflection stage. At this stage the researcher reflects on what is done in cycle 1, which is then used as a consideration of whether to go to the next cycle or not.

RESULTS

The Result of Cycle 1

In this Class Action Research, the indicators measured include the suitability of themes, color composition, and aesthetic elements with a score range between 1-3. From the research of cycle 1 can be obtained the following data:

1. Theme Suitability There were 10 students getting a score of 3, 15 children getting a score of 2. So it is still 40% of students who are declared complete to study.
2. Color Composition There were 6 students getting a score of 3, 10 students getting a score of 2, and 9 children getting a score of 1. So it is still 24% of students who have completed learning.
3. Aesthetic Elements There were 10 students getting a score of 3, 15 children getting a score of 2. So it is still 40% of students who are declared complete to study.

The Result of Cycle 2

After reflecting on cycle 1 and applying it to cycle 2, the results of cycle 2 research are obtained as follows:

1. Theme Suitability 25 students showed the appropriateness of the specified theme. So that 100% of students are declared complete learning.

2. Color Composition There were 18 students scored 3, 7 students scored 2. So 72% of students who are declared complete are learning.
3. Aesthetic Elements There were 23 students getting a score of 3, 2 students getting a score of 2. So 92% of the students who were declared complete were studying.

DISCUSSION

In cycle 1, the student's completion score is still low, that is, it has not reached a minimum completion of 70%. This happens because, firstly, students are still not confident to draw the specified theme so as to get a low score. Secondly, it has not been able to mix and match colors so that when given the color grattage technique the image cannot appear properly. Third, the images made still cannot look real or real so it is necessary to further explore students' imaginations about the shapes of an object. Fourth, this grattage technique is a drawing technique that students have just learned about. So students are still guessing – guessing how the drawings with grattage techniques will turn out.

From the results of reflection on cycle 1, several solutions were determined to improve students' skills in using grattage techniques, namely: Strengthening the use of grattage techniques, starting from making basic color patterns, color selection, how to scratch dyes on drawing paper, and how to remove colors using the ends of spoon / fork / comb handles. Create learner worksheets (LKPD) that are easier for students to understand. The selection of a more real drawing theme so that students can use their imagination well.

In cycle 2, of the three assessment indicators determined, the overall indicators above the learning completion criterion are 70%. For indicators of theme suitability, 100% of students who have completed learning. For color composition indicators, 72% of students completed their studies. For aesthetic element indicators, 92% of students completed their studies.

In cycle 2, students are already better at mastering this grattage technique. This is shown by an increase in the percentage of drawing skills, where previously the results of student learning completion were still below KKM. In cycle 2, the creativity of students is already more than KKM. So based on this class Action research, there is an increase in students' fine art creativity through grattage drawing techniques.

CONCLUSION

Based on the results of the research above, it can be concluded that the use of grattage drawing techniques can increase students' creativity in drawing. This is indicated by an increase in the creativity of drawing in the indicators:

1. Theme suitability
There was an increase in learning completion from 40% to 100%.
2. Color composition
There was an increase in learning completion from 24% to 72%.
3. Aesthetic elements
There was an increase in learning completion from 40% to 92%.
So, the use of this grattage drawing technique can increase students' creativity in fine arts subjects.

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