

The Effectiveness Of Draw Learning For Early Children's Visual Intelligence Growth

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ABSTRACT

Parents are obliged to encourage and facilitate the growth of the child's ability, so that it becomes one of the provisions in wading through his adult life. So starting from an early age, many parents send their children to early childhood education, with the hope that the child can grow and develop well, especially in terms of intellectual and physical abilities. One of the curricula in kindergarten is learning to draw. This is done, as one of the relevant efforts for early childhood, to be able to optimize their visual and psychomotor intelligence. This research was conducted with the aim of looking at the effectiveness of learning to draw on the growth of visual intelligence in early childhood. So that it can be understood, that learning to draw is one of the subjects that needs to be included in the early childhood learning curriculum, because it has a positive impact on the development of children's intelligence. The research approach uses a quantitative approach with classroom action methods for early childhood students in the city of Tegal. The number of students observed was 100 people with a simple random sample technique. This research process was carried out for three months, with two actions, so that information about the effectiveness of an observation was obtained. The results of the study show that learning to draw is one of the media that is suitable for children's development, especially in terms of visuals. Because drawing itself is considered a game by the child, so without feeling like they are learning. In addition, essentially learning to draw encourages children to be able to improve their cognitive and psychomotor abilities, thereby stimulating children's creativity.

Keywords: Draw Learning, Visual Intelligence, Early Childhood Education, Effectiveness, Early Students

INTRODUCTION

Providing educational stimulation should be given as early as possible, namely when the child is still in his golden age. The golden age of a child is when he is 0-6 years old (Basri, 2021). Early age is an important part of human life. Early childhood is a child who is in the age range from birth to 6 years (Padila, et al., 2019). This period is the most effective period for developing potential in developing aspects of its development, which

includes the development of habituation (moral and religious values, social, emotional, and independence), language, cognitive, motoric and artistic (Pratiwi, et al., 2018).

Parents and education must be good at providing stimulation in the form of education that is adapted to the potential possessed by children (Supriyanto, 2017). Basically, every child is gifted with creative potential from birth (Susanto, 2021). This can be seen from the behavior of children in exploring whatever is around them naturally. Education at an early age is a fundamental educational vehicle in providing a basic framework that is formed and developed on the basis of knowledge, attitudes and skills in children.

The success of the educational process at an early age has an impact on developing the ability to act and learn in later years (Fahmi & Ningsih, 2021). The learning process at an early age should be carried out with the aim of providing meaningful concepts for children through real experiences, because real experiences allow children to develop optimally (Windayani, et al., 2021). One of the learning processes that can develop this is through learning that optimizes computer media. Children's intelligence can be maximized by having skills in mastering the use of image applications on computers (Oktaria & Putra, 2020). Suryana (2016) argues that intelligent children are children who have visual intelligence, where they have sensitivity to colors, lines, shapes, spaces, and buildings, and have the ability to imagine things and generate ideas visually.

This means that children who have visual intelligence like scribbling, forming pictures, coloring, and assembling buildings such as puzzles and blocks. Children who have high potential for visual intelligence will be able to think in terms of images and be able to find missing objects in relation to abilities in the field of visual memory (Wathoni, 2020). Children with high visual intelligence are expected to have professions as painters, architects, photographers, designers, artists, pilots, captains, and technology inventors.

Based on the results of observations at kindergartens in the city of Tegal in August - October 2022, it appears that there are problems with children's visual abilities. This can be seen from the low ability of children in activities that involve visuals such as drawing, painting, scribbling, and making crafts. Researchers are trying to improve visual abilities through computer paint applications. The paint application on the computer was chosen for this visual intelligence the researchers did to be able to develop children's abilities in drawing using the paint application and increase children's learning interest so that

children know that drawing is not only done in drawing books, but can be done with a paint application on a computer.

Seeing the current developments, children are more familiar with and able to operate properly when the process of introducing the paint application is carried out (Rachman, 2020). The children's interest in learning has also greatly increased, so that every child always asks "When did you enter the computer, what are we drawing today?". The paint application for children's visual intelligence is expected to be able to increase children's learning interest and make them excited to go to school. This condition can be used to develop children's visual abilities by recognizing pictures, shapes, colors and so on. In general, children's visual intelligence abilities are still low, this is evidenced by the results of Dini's research (2021) which shows that, early-age students still lack knowledge and experience, so they don't know many ways to be able to show their abilities or intelligence, with visual learning, then the child gets a stimulus to be able to improve his natural abilities. The implementation of the research, initially the teacher seemed a bit awkward with the method to be carried out, after the technical direction of its implementation and the introduction of the instruments to be used, for the first stage there were still obstacles in the sequence of activities so that researchers were often directly involved with educators.

In the implementation of stage 2, educators have started independently to carry out activities. To improve children's visual intelligence. Teachers can stimulate through programs such as painting, drawing, forming something with plasticine (Dini, 2022). Teachers also need to provide various facilities to develop children's imagination and also provide several miniature objects such as planes, animals, figures, and so on. So in other words, the selected learning activities should be fun activities, able to move children to increase motivation, curiosity, and develop their imagination and be able to encourage children to look for and determine answers that help solve, rethink, rebuild, and find new relationships. new relationships or in other words being able to apply what they learn into their lives.

THEORY

Visual intelligence is a part of multiple intelligences that is closely related to the ability to visualize images in a person's mind or for a child where he thinks in the form of

visualizations and images to solve a problem or find an answer (Pa'indu, et al., 2020) . Multiple intelligence is a diversity of abilities involving several fields. Program materials in the curriculum that can develop visual intelligence include: videos, pictures, and models or diagrams. Visual intelligence, which is intelligence that is associated with talent in painting and architecture. For this reason, educators must provide adequate space for children to develop visual intelligence. Visual intelligence must be properly stimulated. If not, visual intelligence will not develop optimally (Wahyuni, 2018).

In children there is also financial intelligence. Children with financial intelligence or good financial understanding will have optimal choices such as choosing to save more, adjusting it to the money they have, and having priority considerations to buy something they need / want. (Widiastita & Anhusadar, 2020).

Thus, children have the opportunity to emerge and develop to an increasingly optimal stage, so that every child has the opportunity to show their inclinations, sensitivities, and abilities from their intelligence. Visual intelligence can be stimulated through various programs such as painting, drawing using the paint application on a computer, forming something with plasticine, stamping, and arranging pieces of paper to form images.

Activities in the development of visual intelligence can be carried out with creative learning (Warmansyah & Amalina, 2019). Creative learning is very good if it is done by playing. Like the principle of learning in kindergarten, namely "Learning through play". Learning like this will be very fun for children, so children will not be bored and bored. Children can experiment with new ideas either by using toys or not. Once a child feels able to create something new and unique, he will do it again in other situations. Playing is the beginning of the emergence of visual intelligence because in fun activities, children will be able to express their ideas freely in relation to their environment (Pramana, 2020). Therefore, these activities can be used as one of the bases in developing children's visual intelligence. Visual intelligence is basically owned by every human being, it's just that in the course of their life there are those who get the opportunity to develop their intelligence potential (Ratnasari, 2020), there are those who lose their intelligence potential because they don't get the opportunity or don't find their intelligence potential in an environment that facilitates the development of this potential.

The paint application on a computer is a computer program / image processing software, the paint application is one of the default applications from Microsoft Windows.

So the Windows program always has an image processing application, namely paint. Every window the paint application displays is different, but in principle the method of use is the same. The steps to run the paint application are as follows: 1. Open the Microsoft Paint application by clicking the start button on the taskbar; 2. Click on the menu all programs, accessories, paint; 3. The paint window will be displayed.

METHOD

This study uses a class action research method. Classroom action research is an effort to improve the performance of organizational or community systems to make them more effective and efficient (Mulyasa in Suhendro, 2020). The stages used in this research are identifying problems, determining data, collecting data and analyzing, planning follow-up actions, carrying out follow-up actions, evaluating and improving.

The research subjects were 100 children consisting of 50 girls and 50 boys. This research was conducted in a kindergarten in Tegal City. This activity was carried out for approximately 3 months, from the beginning of August to the end of October 2022. The activity was carried out 2 times a week for each class, every day the 3 group stages took turns entering the computer room on Tuesday and Friday. Activities start at 08.30 to 09.30.

Data collection is done by observing and assigning. Data collection uses observation sheets to determine the level of success of children in the learning process, as well as documents in the form of children's drawings. Data analysis was carried out by inductive analysis, namely analyzing general data, then drawing specific conclusions. All data that has been successfully collected, then processed, analyzed, concluded, and tabulated into each group or table according to the factor code that you want to arrange based on the results of the percentage of children's abilities.

RESULTS

Situation Analysis

Learning planning is based on documentation results and data is obtained that learning planning in kindergartens in Tegal City is carried out by planning semester learning programs, planning monthly learning activities, and planning daily learning

activities. Daily study activities are based on a monthly study plan in the form of webbing, and monthly study plans are based on semester study programs.

The interview data regarding lesson plans were strengthened by the following document data: Lesson planning documents consisting of semester program documents, monthly plan documents, and daily plan documents. The indicators in each plan are appropriate and mutually reinforcing.

Learning planning is carried out based on document data including learning planning, learning indicators are interrelated, and the selection of themes in learning planning refers to the provisions of the Ministry of Education and the Tegal City Education Office.

Research Description

The description of the results of the research at the action stage first provides materials and tools that can be used as media in using the paint application which can be shown to students, then an initial observation is made using the observation table about learning outcomes through the use of the paint application in increasing visual abilities, which appears in the physical development of motor and art of a child.

Next, a learning scenario is made in kindergarten learning. Learning scenarios that are in accordance with the themes and basic competencies from the field of developing aspects of art, indicators using components of more effective and efficient media use. After preparing the learning scenario, the researcher also compiled an observation sheet.

This observation sheet is intended as a tool to observe learning conditions. Development of artistic aspects in the study group when children carry out drawing activities using the paint application. Another activity carried out in the preparatory stage is designing an evaluation tool that is used to measure the increase in children's learning outcomes in the use of drawing techniques using the correct paint application. The evaluation tool is in the form of a non-test. This non-test assessment is carried out by observing the child's activities during the learning process and filling in the observation sheet from cycle I. The implementation of the action is the stage that is carried out on the design that has been prepared previously based on the problem at hand. In this stage, the teacher carries out learning according to the scenario that has been prepared beforehand. Based on the scenario that has been made, the teacher carries out the action in the study group. The first action that was carried out was to apply learning to develop visual aspects through the use of the paint application with the correct drawing technique.

Based on the actions given to children in action I, then they are processed and analyzed together. Data analysis is carried out to make it easier to reflect on learning so that you can develop a problem-solving plan in the next learning step. Observations were made in the implementation of the action by using the observation sheet that had been prepared. The first observation was made on the implementation of action I. This observation was made with the aim of carrying out the learning process for developing visual aspects through the use of paint drawing techniques to train children's fine motor skills directly in their study groups.

Based on the results of the observation of action I, it was analyzed and reflected in order to obtain an overview for further planning. Subsequent observations were made on improving learning outcomes in the development of visual aspects through the use of drawing techniques using the paint application in an effort to train children's visual abilities in kindergarten schools.

To obtain an objective description of the implementation of the actions in this study, researchers used observation sheets. The observation sheet concerns the aspects that are assessed, namely cognitive aspects, affective aspects, and psychomotor aspects. The cognitive aspects observed consisted of the child's ability to absorb information about the knowledge of the development of the visual aspect from the teacher's explanation. Furthermore, the affective aspect concerns the activeness of children participating in learning by training children's fine motor skills through the application of paint. The implementation of the first cycle of action is based on the results of the evaluation and reflection on the results of the initial observations. Furthermore, the researchers based on the action plan that refers to the results of the evaluation and reflection of action I.

Discussion

The implementation of learning in cycle I was carried out according to the plan with a time allocation of 1 lesson hour. The implementation of the actions in cycle I begins with providing motivation by exploring the child's initial knowledge and providing information on the competencies to be learned. Furthermore, the teacher divides the children into 3 groups, then the teacher gives assignments to each group to be explored. In the next stage the teacher observes children's activities and guides these activities and provides opportunities for each group to show the work in their group. Children are expected to be able to show and tell the shape of the image made.

Drawing activities use the paint application used in cycle I to determine the types of colors and image shapes as well as the child's ability to combine each color into simple drawing forms. In the next stage, the teacher provides clarification and reinforcement of the material that has been worked on and provides guidance to children who do not understand the material that has been studied.

At the end of the lesson, the teacher gives assignments to children to rewrite the words that have been taught. This activity was carried out in 2 meetings. At the end of the lesson given an evaluation. From the analysis of the learning outcomes achieved by the children, it was found that the children scored 10% Undeveloped, 25% Starting to Develop, and the remaining 65% developing.

Observations made in cycle I included children's activities during learning and the implementation of learning carried out by the teacher. The results of teacher observations of children's activities during learning took place using observation sheets of children's activities, namely the percentage of activity by 80%. This shows that the child's activity is quite sufficient than expected by the researcher. Based on the results of observations in cycle I obtained regarding the application of paint to train children's fine motor skills above, it shows that the average development is 47%.

Thus, it can be concluded that most children in kindergartens in the city of Tegal can already understand the lessons conveyed by the teacher in drawing applications to train children's fine motor skills in the sense that there are indicators of achievement in the learning process. Based on the results of the recapitulation of cycle I, it is clear that there has been an increase in each learning activity.

After the first cycle was completed, an assessment was made of children's learning outcomes, children's activities in carrying out learning. Teachers and researchers collaboratively hold meetings to discuss actions that must be corrected and actions that must be maintained in learning.

These actions are as follows: Convey learning objectives that can be carried out more clearly to children. Motivating children who are not active in their groups, guiding children in group assignments by approaching children's seats to see children's activities more closely and guiding children in class assignment activities. Time management is more effective. 4) Make a difference between the colors and shapes of the images with the colors and shapes of other images, because children have difficulty distinguishing

these two things, one way is by providing differences and placement of colors from each form of images produced by children through the application of drawing activities using the paint application .

From the results of observations of children's activities, there was an increase of 75% in cycle I. The results of the percentage of children's activities were due to children's activities in group assignments and class assignments. In addition, the teacher's actions by continuing to guide children in group activities also affect the increase in these activities. From the data obtained there were still children who were not active and had been followed up by asking questions and imposing sanctions in the form of completing assignments with drawing techniques using paint applications with color variations based on the child's imagination which had to be done in front of the computer without the help of group mates.

Based on the results obtained from the implementation of cycle I, it can be said that there is an increase in children's learning outcomes in learning using the paint application. We can see this from the results of children's learning. Children's activities when learning takes place and the teacher's ability to carry out learning. After analysis, this increase is directly related to the use of paint applications and color variations as well as the use of the natural surroundings as learning media.

The most important aspect is training children's visual intelligence abilities and increasing children's learning outcomes. Besides being able to train children's visual intelligence abilities, paint applications with color variations and the surrounding environment as learning media can also function to improve children's artistic abilities in the introduction of paint applications and drawing using paint applications which have so far been considered a difficult material.

Paint and drawing applications can be used to represent a picture of the development of children's creative arts in simple painting techniques. For children, they can easily recognize colors and color combinations as well as the shape of the resulting image. Children's learning outcomes obtained in cycle I are in accordance with the desired expectations, namely 75%. The results of the first cycle of learning by 75% of children complete. Observations were made of children's activities in cycle I as much as 80.0% of children were active in learning activities.

The maximum percentage of children's activity obtained. This increase occurred because of the actions taken in cycle I. Based on all the results of the actions showing an increase in children's learning outcomes, an increase in children's fine motor skills and an increase in the teacher's ability to carry out learning, it can be concluded that the use of paint and drawing applications as learning media can be used in learning to use drawing techniques using the paint application on a computer.

CONCLUSION

Based on the results of the study, it can be concluded that the use of drawing applications on computers in training visual intelligence abilities as a learning medium that can train children's visual intelligence abilities in the development of visual intelligence in kindergarten schools, and can increase children's creativity in drawing using image application media in computer. The use of paint applications as learning media can train children's visual intelligence abilities in developing visual intelligence abilities, especially in the following aspects: introducing paint applications and their functions, making shaped images (circles, squares, rectangles, triangles and stars), making various kinds of various drawings of facial expressions, making pictures of houses, making pictures of landscapes, making pictures of vehicles, and telling the contents of the picture with a few strokes/writing. The results obtained indicate that there is a change in the ability of children's visual intelligence after the learning process uses paint application media on the computer. These changes are shown based on the results of the first cycle of children who experience learning mastery of 75%. There is an increase in the learning outcomes of children's visual intelligence abilities through the use of the paint application.

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