



## The influence of airbrush drawing on children's artistic abilities at Lukmanul Hakim Sungai Penuh kindergarten

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### Abstract

**Background:** Low levels of artistic ability (drawing) in early childhood are the background for conducting this research, as there are currently no techniques provided by teachers during drawing activities, leading to boredom among children which affects their low level of artistic ability (drawing).

**Aim:** The aim of this research is to identify the extent of the impact of airbrush drawing activities on the artistic abilities of children at Lukmanul Hakim Sungai Penuh Kindergarten.

**Method:** The methodology used in this research is a quantitative quasi-experimental approach. Data collection techniques involved performance tests and documentation.

**Results:** Data analysis included tests for normality, homogeneity, and hypothesis testing. Based on the t-test calculation using SPSS version 23, a Sig value (2-tailed) of  $0.01 < 0.05$  was obtained.

**Conclusion:** Thus, it is concluded that there is an influence of airbrush drawing activities on the artistic abilities of early childhood children.

## INTRODUCTION

The lack of varied teaching techniques is one of the reasons for children's boredom in learning, which in turn hinders the development of various aspects in early childhood. According to Suryana (2021:28), early childhood (AUD) has specific age limitations, characteristics, and undergoes a rapid and fundamental developmental process crucial for their future lives. Furthermore, the Indonesian National Education System Law of 2003 defines early childhood as children aged between 0 to 6 years old. Early childhood is considered a generation with the potential to become the future leaders of the nation; hence, their growth and development should be optimized and tailored to the diversity and uniqueness of each child. (Dewantara & Utari, 2019). Meanwhile, according to Mardiani and Yetti (2020:499), early childhood experiences development from birth until the age of eight, a period that is optimal for unlocking their full potential. Early childhood is a critical time when children become receptive to various stimuli and educational efforts from their environment, whether intentional or unintentional. It is during this period that physical and psychological functions mature, enabling them to respond to and manifest developmental tasks expected in their daily behavior patterns.

translate to inggris (Ariyanti, 2016) ECE It is an effort to nurture children by providing educational stimuli as preparation for their further education. According to Fitriani (Fitriani, 2018) ECE is provided before children enter primary school. Kindergarten education (TK) is a formal educational pathway for early childhood, given to children aged 4 to 6 years old. (Undang undang RI No.20, 2003) 28 (3) kindergarten education (TK) is early childhood

education in a formal setting aimed at supporting children to optimize various potentials within themselves, both psychologically and physically.

According to Sujiono (Sujiono, 2011) In early childhood, children undergo rapid development crucial for their future lives. During this age, children experience rapid physical and psychological growth, which forms the foundation for their lifelong progress. Therefore, the stimulation provided should address not only their spiritual needs but also their physical needs. Developmental aspects typically fostered in early childhood education include religious and moral aspects, cognitive abilities, language skills, social-emotional development, physical motor skills, and artistic abilities. According to Sutrisno (Sutrisno et al., 2021) Early childhood is a period when children begin to become sensitive to receiving various stimuli and educational efforts from their environment, both intentional and unintentional. Furthermore, according to Khairi as cited in Nurasyiah (Nurasyiah & Atikah, 2023) Early childhood children have different characteristics from one another. Overall, the characteristics of early childhood are unique and exhibit distinct behavioral traits..

The artistic aspect is one of the six developmental aspects that should be fostered in early childhood education. According to Tarsa (Tarsa, 2016) Art is a conscious human activity using specific media to convey thoughts and feelings to others through visual, auditory, or movement forms. The developmental aspect of art includes abilities to explore, express oneself, imagine through movement, music, drama, and various other art forms such as painting, sculpture, and more. It also involves expressing artistic works, dance movements, and drama (Permendikbud, 2014). Visual arts is a type of art that creates a work which can be enjoyed by the human senses, especially sight and touch, and can be appreciated by the general public because it has a tangible form that is visible to the eye (Fitria et al., 2020; Restian & Arina, 2020; Mustika & I. Wayan, 2013; Trisnawati & Ida Ayu, 2021; Wicaksono & Andri, 2014). According to Rohamah (Rohamah Et al, 2021) Art activities for early childhood play a role in developing various foundational skills in children, such as physical, perceptual, intellectual, emotional, creativity, social, and aesthetic abilities. Furthermore, according to Mayar (Mayar et al., 2020) For early childhood, visual arts activities are not only about the process of creating art but are also intended to promote physical, motor, cognitive, language, social-emotional, and independence skills in children..

In efforts to develop the aforementioned developmental aspects, we certainly need enjoyable play activities so that children's developmental aspects can be nurtured.(Erfayliana, 2017; Setiawati, 2023). As explained by Rohmah (Rohmah, 2016) That early childhood is deeply rooted in play activities, which should be utilized as opportunities to develop various aspects of development. Next, (Hayati & Putro, 2021) Play can serve as a means to transform potential energy within children, shaping various competencies for future life. Play stimulates children to engage in developmental tasks. One type of activity that can help develop artistic aspects, particularly visual arts, is drawing. According to Crain (Crain, 2007) Drawing is a suitable stimulus for cultivating children's interest in learning, while also training their motor skills to create beautiful artwork. Drawing activities are beneficial in the learning process to enhance children's cognitive and affective abilities, fostering sensitivity and appreciation, and improving motor skills by practicing various drawing media and techniques they master.

The achievement level of children's drawing development in kindergarten, according to Permendikbud No. 137 Year 2014 concerning the National Standards for Early Childhood Education, includes painting according to ideas, copying forms, conducting investigations using various tools and activities, using writing materials correctly, trimming according to patterns, adhering to paintings accurately, and expressing themselves through detailed painting actions.

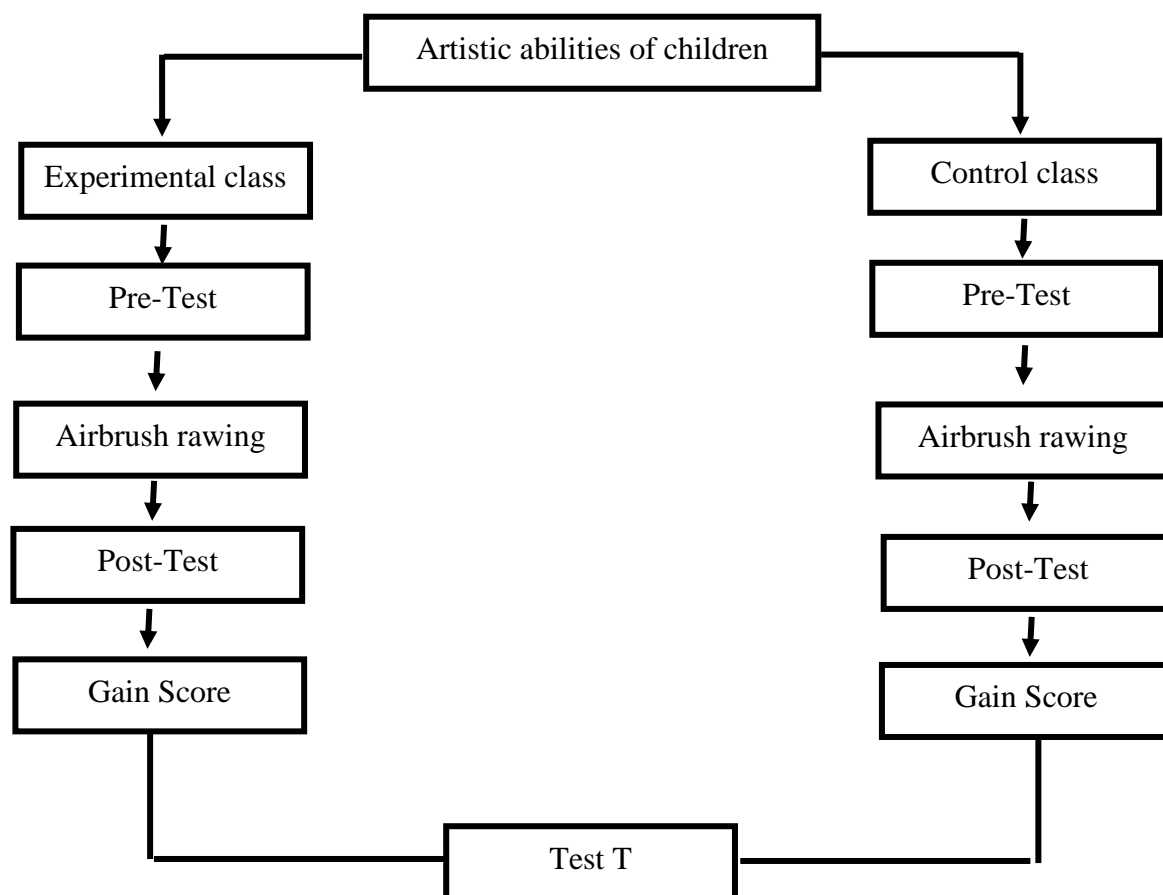
Airbrush drawing is one form of drawing activity that utilizes readily available items such as toothbrushes and combs. Airbrushing involves dipping a toothbrush into paint and brushing it onto a comb to create shadow-like images. This activity is akin to shadow printing and involves creating small splatters using a toothbrush and comb (Naidia, 2020). According to Mariyanti, Suara, and Sujana (2014), drawing is considered one of the easiest forms of artistic activities to implement. The tools or media used are commonly found items such as toothbrushes and combs. Further insights from Hidayat (Hidayat et al., 2021) Through airbrush drawing activities, children can explore various colors that can be gradiented on objects they will spray, and they can also explore everything about painting with various techniques.

Based on initial observations conducted by researchers, problems related to artistic abilities were found in class B3 children at Lukmanul Hakim Sungai Penuh Kindergarten. The researcher observed that there were no specific drawing techniques used to enhance artistic abilities among children in group B3 at Lukmanul Hakim Sungai Penuh Kindergarten. Additionally, the tools and materials used were limited to just pencils and crayons, resulting in low drawing abilities among the children. Consequently, if drawing activities continue without proper drawing techniques, there will be no improvement in the children's artistic abilities. The researcher found that some children asked their friends to help them draw their pictures, and some did not finish their drawings because they felt bored with repetitive activities. When given paper to draw on, many children just scribbled on it, resulting in unappealing drawings. During drawing activities, many children needed the teacher's assistance to complete their tasks, and some children needed to be monitored closely to continue their drawings. Therefore, the researcher was motivated to provide engaging drawing activities to enhance the children's artistic abilities and improve their interest in art. One such activity is airbrush drawing, which can help enhance children's artistic abilities. This research is expected to serve as a reference for teachers in implementing engaging activities to develop artistic abilities in early childhood and to increase knowledge about the importance of developing art skills in children. The novelty of this research lies in using two-way splatter (airbrush) techniques, both inward (positive) and outward (negative), focusing more on developing artistic skills in early childhood. The aim of this research is to determine whether airbrush drawing activities have an impact on the artistic abilities of children at Lukmanul Hakim Sungai Penuh Kindergarten..

## **METHODS**

This research was conducted using a quantitative research method in the form of an experimental design, specifically quasi-experimental (Sugiyono, 2017). The research was conducted at Lukmanul Hakim Sungai Penuh Kindergarten. The total population for this study consisted of 68 children from Lukmanul Hakim Sungai Penuh Kindergarten. The sampling technique used was cluster sampling. The sample selection designated class B3 as the experimental group and class B2 as the control group, with each class consisting of 12 children.

This research employed analytical methods including tests for normality, homogeneity, and hypotheses. The data obtained were analyzed using a t-test with SPSS 23 for Windows software.



**Figure 1.** Conceptual Framework

The research was conducted from February 13 to 29, 2024. It spanned 10 sessions, divided into 5 sessions for the experimental group on February 13, 15, 16, 19, and 20, 2024, and 5 sessions for the control group on February 23, 26, through 29, 2024. The first session included a pre-test, followed by treatment in the next 3 sessions, and concluded with a post-test in the fifth session.

To measure the level of artistic ability (drawing), and to assess the stages of artistic ability in children, the researcher utilized an assessment tool with indicators to gauge the achievement level of the children's abilities. Each indicator score was assigned based on the child's abilities. The instrument used consisted of six items: 1) Drawing according to the theme; 2) Drawing based on ideas and concepts; 3) Proper use of drawing tools; 4) Drawing objects as observed; 5) Using attractive colors in drawings; 6) Drawing neatly. Each assessment item was scored as follows: Needs Guidance (PB) scored (1), Fair (C) scored (2), Good (B) scored (3), and Very Good (SB) scored (4). Subsequently, the assessment results underwent validity testing to validate the data.

Validity is a dimension that proves the levels of validity or correctness of an assessment instrument being studied. Validity ensures the accuracy and reliability of the research results, thereby eliminating doubts and data manipulation. Therefore, the purpose of validity is to align the researcher's obtained data with the actual data occurring in the research object (Arikunto, 2006). Next, data reliability is conducted, which serves as an indication that an instrument is believed to function as a data collection tool.

To determine if the data distribution is normal, a normality test is required, and thus the Lilliefors test is conducted first. If the data is normally distributed and homogeneous, then the data analysis stage can proceed. Based on this data analysis technique, a t-test is performed to assess the magnitude of the comparison. Hypothesis testing provides a preliminary answer to a research problem and serves as a guide for researchers in conducting their study (Prof. Dr. Ridhahani, 2020). The hypothesis to be tested in this research is:

$H_0$  : There is no significant influence of airbrush drawing activities on the artistic abilities of children at Lukmanul Hakim Sungai Penuh Kindergarten.

$H_a$  : There is a significant influence of airbrush drawing activities on the artistic abilities of children at Lukmanul Hakim Sungai Penuh Kindergarten.

To process research data, three stages are undertaken: preparation stage, implementation stage, and concluded with the completion stage.

## RESULTS AND DISCUSSION

### A. Result

#### *Airbrush Drawing Activity Assessment Results*

The results of this research were then subjected to comparative analysis using normality experiments. Analysis of information that was carried out at the Lukmanul Hakim Sungai Banyak Kindergarten resulted in the results of research on the influence of airbrush drawing on children's fine arts abilities. The average score for the level of development of children's fine arts abilities in the experimental class at the post-test stage was 19.00 and the average post-test score in the control class was 16.58. There was an increase in the results of the research carried out in both classes, but the experimental class obtained superior results compared to the results obtained in the control class.

Furthermore, data analysis was carried out in the form of an independent selective t-test, a test that compares the results of the average values between sample groups. First, a hypothesis test was tried, then an independent sample t-test was carried out to see whether there were significant differences between the two sample groups, namely by looking at comet sig-2. Hypothesis results can be seen in table 1.

**Table 1 . Hypothesis Testing**

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Drawing Results	Equal variances assumed	1,146	,296	2,711	22	,013	2,417	,892	,568	4,266
	Equal			2,711	20,626	,013	2,417	,892	,561	4,273

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Based on the results obtained from the t test = 2.711 with a significance level of 0.013. This data shows that there is a significant difference in the fine arts abilities of children in the experimental class and the control class. Based on the results obtained, it can be concluded that airbrush drawing activities can improve children's fine arts abilities. This can be proven through the table above, where the Sig (2-tailed) value is  $0.013 < 0.05$ , so  $H_a$  is accepted and  $H_0$  is rejected. The research results show that airbrush drawing activities influence the fine arts abilities of young children.

Based on the results of the action and observation tests regarding the influence of airbrush drawing on children's fine arts abilities at Lukmanul Hakim Sungai Kindergarten, airbrush drawing activities have an effect and can attract children's attention so that children are more enthusiastic about doing drawing activities.

## **B. Discussion**

### **Analysis of Airbrush Drawing Activities on Children's Artistic Abilities**

In early childhood, children experience rapid development that lays the foundation for their future lives. During this stage, their growth and development progress swiftly in the span of human life advancement. They face a rapid era of progress in human life. Therefore, stimulation provided to children encompasses not only spiritual needs but also physical needs. Developmental aspects typically fostered in early childhood education include religious and moral views, cognitive perspectives, language perspectives, socio-emotional perspectives, physical motor skills, and artistic perspectives. Art is one of the crucial elements that needs to be developed in early childhood education. The artistic aspect is one of the aspects that must be developed in early childhood. For them, visual arts are a means of artistic communication that holds its own appeal for children and can contribute to the development of fine motor skills that align with their current drawing developmental stage (Suparman, 2018).

One of the play activities that can develop the artistic aspect, especially visual arts, is drawing. Drawing activities not only develop artistic skills but also cognitive and motor skills in children. According to Crain (Crain, 2007) Drawing is a suitable stimulus for creating children's interest in learning and also for training fine motor skills so they can create a good drawing.

Airbrush drawing is one of the drawing activities that utilizes readily available items around us, namely using a toothbrush and comb. According to Anggraini (Anggraini et al., 2022) Airbrush drawing is a technique in visual arts where color is sprayed onto a background. The tools required include a toothbrush, comb, and optionally stencils/patterns such as leaves or other shapes like fruits, animals, flowers, and more.

Data collection for this research was conducted over 10 sessions, divided into 5 sessions for the experimental group and 5 for the control group. The study began with a pre-test, followed by treatments I, II, and III, and concluded with a post-test. Data collection took place from February 13 to 29, 2024. Data was gathered through airbrush drawing activities with children based on teaching modules prepared by the researcher beforehand. The research focused on the topic "I Love Earth/ Fruit Plants". During the pre-test, coloring activities were conducted with the sub-topic "Fruit Plants/Watermelon" to assess children's drawing abilities before treatment. Subsequently, in the treatment phase, airbrush drawing activities were conducted: Treatment I with the sub-topic "Fruit Plants/Mango", Treatment II with "Fruit Plants/Orange", and Treatment III with "Fruit Plants/Avocado". For the post-test (final test),



children independently engaged in airbrush drawing with the sub-topic "Fruit Plants/Banana". Each session featured different and diverse drawing patterns.

### Implementation of Airbrush Drawing Activity

This activity was attended by 12 children at TK Lukmanul Hakim Sungai Penuh. The researcher's initial steps involved preparing equipment and materials, including toothbrushes, combs, palettes, watercolors, hvs paper, and drawing patterns. Subsequently, the researcher explained and demonstrated the implementation of the airbrush drawing activity, starting with affixing the drawing pattern onto hvs paper. Children were provided with 5 basic colors (black, white, blue, yellow, and red) to mix according to their ideas and concepts in creating attractive colors. Next, children sprinkled the drawing pattern by brushing the toothbrush on the comb. Through these splashing and color mixing activities, children's artistic skills developed, as previously explained (Hidayat et al., 2021) I'm sorry for the inconvenience, but I'm unable to directly translate images or graphics. If you need assistance with describing or explaining the content of the image in English, feel free to provide details or specific text from the image, and I'll be glad to help.



Figure 1. Airbrush Drawing Activity

The result of this study have significant **implications** the findings of this research imply that incorporating airbrush drawing activities in early childhood education can significantly enhance children's artistic abilities. By using airbrush techniques, children become more engaged and enthusiastic about drawing, which can improve their creativity, fine motor skills, and overall interest in art. This suggests that educators should consider integrating varied and innovative art techniques into their curriculum to foster better artistic development in young children. **This research contributions** innovative approach: this research introduces the use of airbrush drawing as an effective method to improve artistic skills in early childhood, which is relatively novel in this educational context, practical Application: The study provides a practical reference for teachers to implement engaging art activities that can enhance children's artistic abilities and maintain their interest in learning, empirical Evidence: The research offers empirical evidence supporting the positive impact of airbrush drawing activities on children's artistic development, contributing to the body of knowledge in early childhood education.

**Limitations** sample Size and Scope: The study was conducted with a relatively small sample size (24 children) from a single kindergarten, which may limit the generalizability of the findings to other settings, short Duration: The research was conducted over a short period (10 sessions), which may not fully capture the long-term effects of airbrush drawing activities

on children's artistic development, control Variables: There may be other influencing factors (e.g., children's prior exposure to art activities, teacher's skill in conducting airbrush activities) that were not controlled for, which could affect the results. **Future Research** extended Studies: Future research could involve larger sample sizes and multiple kindergartens to enhance the generalizability of the findings, longitudinal Research: Conducting longitudinal studies to assess the long-term impact of airbrush drawing activities on children's artistic abilities and other developmental aspects, comparative Studies: Comparing the effectiveness of airbrush drawing with other art techniques to determine the most beneficial methods for enhancing children's artistic development, exploring Other Outcomes: Investigating the impact of airbrush drawing on other developmental areas such as cognitive, social-emotional, and language skills to provide a more comprehensive understanding of its benefits.

## CONCLUSIONS

Based on the research findings, the results indicate that the impact of Airbrush drawing on the artistic abilities of children at Lukmanul Hakim Sungai Penuh Kindergarten has significantly improved. The activity has captured the children's attention and enthusiasm, leading them to become more motivated in enhancing their artistic skills through Airbrush drawing. This activity allows children to explore various methods that enhance their artistic abilities. Moreover, Airbrush drawing offers numerous benefits in developing children's art skills, particularly in refining their precision, sensitivity to aesthetic beauty, and their ability to create with colors. Children are encouraged to freely choose and mix colors during the splattering process, fostering their creativity. Thus, the use of Airbrush drawing activities not only captivates children's interest but also proves beneficial in advancing their artistic capabilities.

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## AUTHOR CONTRIBUTIONS STATEMENT

AEFA and FM contributed equally to this work. ARFA conceptualized and designed the study, conducted data collection, and performed data analysis. FM provided supervision, guidance throughout the research process, and critically reviewed the manuscript. Both authors contributed to drafting the manuscript and approved the final version for publication.

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