



## IMPROVING DRAWING CREATIVITY THROUGH SILLUETTE TECHNIQUES IN CLASS V STUDENTS OF SDN 12 BATUDAA PANTAI GORONTALO DISTRICT

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Article history:	Abstract:
<b>Received:</b> December 30 <sup>th</sup> 2023 <b>Accepted:</b> February 23 <sup>rd</sup> 2024	The problem in this research is whether the silhouette technique can increase the drawing creativity of class V students at SDN 12 Batudaa Pantai. This research aims to increase drawing creativity through silhouette techniques in class V students at SDN 12 Batudaa Pantai, Gorontalo Regency. This type of research is classroom action research. Based on the research results, it can be concluded that using the silhouette technique can increase the drawing creativity of class V students at SDN 12 Batudaa Pantai, Gorontalo Regency

### Keywords:

### 1. INTRODUCTION

Learning fine arts, especially drawing, in elementary schools still experiences difficulties. The reality is that there is very little student interaction so that the learning that occurs does not make students active and creative. This is because the level of development at elementary school age is at the concrete operational stage, at this level students are able to operationalize various logic but still in the form of real objects. It can be said that students' grasp of something abstract is still lacking due to students' low imagination, which results in the expression of ideas being less fluent and taking relatively long time. Apart from being caused by the students themselves, the low learning outcomes of students are also very influential, as are the skills/talents possessed by teachers in the field of fine arts, specifically in fine arts drawing/painting. Interesting learning can make students active and creative and can make students more able to absorb knowledge.

By providing direct experience for students to discover their own discoveries and the knowledge that the teacher wants to convey, students' imaginations can always be active and students do not lose their creativity. In learning arts and culture and crafts, students are required to always be active and creative, teachers are required to provide learning in an interesting model. To overcome this problem the author will use the silhouette technique to increase students' drawing creativity in learning arts and culture and crafts. Creativity itself is the human ability to think, express and give birth to something new, both ideas and real actions that are relatively different from what existed according to Susanto Ahmad (Muhammad Rosyid 2016:2.615). Creativity depends on creative abilities which will produce creative attitudes or personality traits. Creativity is not an innate talent in humans from birth. Meanwhile, according to Nur'aeni (Novi Mulyani 2019:3) creativity is more accurately defined as the experience of stating and expressing one's identity in a structured manner in close relationship with oneself, other people and nature. In terms of increasing drawing creativity, it is hoped that the silhouette technique can be a solution to solve this problem. Silhouette drawing techniques are also called global techniques or shading techniques which aim to capture the overall shape of the object being used.

Fine arts, especially in the field of drawing, in elementary school, students hone their skills and abilities in creating a form of image. In the initial stages of drawing, the most suitable shape for children to use to produce the overall shape of an image is the block (silhouette) technique. Because technically the overall shape will be easy to capture by creating a temporary silhouette, eliminating small parts. With the silhouette technique, students' courage to draw when drawing is strengthened, if they make a mistake, they can make a mistake can easily be removed/deleted by enlarging or reducing the size of the image created. Creativity in drawing using silhouette techniques does not depend on the student's talent alone, but is an ability that must continue to be honed because creativity is part of development. In this regard, the role of teachers in increasing student creativity is very important. In the learning process, teachers must understand the nature of the material to be taught as lessons that can develop students' creativity and understand various learning models that can stimulate students' learning abilities. This opinion is in line with Syaiful (Kenedi 2017:335) that theory is needed in learning which will explain the principles of effective learning design in the classroom. From Bruner's point of view, learning theory is descriptive while learning theory is perspective. This fact shows that

student creativity can be developed by establishing a student learning process that allows them to develop their creativity.

In learning arts and culture and crafts, especially drawing, at State Elementary School 12 Batudaa Pantai, Gorontalo Regency. Students are expected to be able to draw using silhouette techniques.

Based on the problems above, efforts that can be made to overcome students' problems in learning to draw are by developing teaching and learning implementation so that it can increase students' drawing creativity, but make it more interesting by using silhouette techniques. It is hoped that the silhouette drawing technique can improve students' drawing creativity well, and can also provide students with experience so that the material can be easily accepted by students.

### 2. METHODS

The type of research used in this research is Classroom Action Research. According to Kemmis and Taggart (Padmono, 2010), research Class action is a collective self-reflexive research carried out by participants in social situations to improve the reasoning and justice of their educational practices and social practices, as well as their understanding of these practices and the situations in which these practices are carried out.

Classroom Action Research is a form of research that occurs in the classroom in the form of certain actions taken to improve the teaching and learning process in order to improve learning outcomes that are better than before. Classroom action research can be used to implement various programs in schools, by examining various indicators of the success of the learning process and outcomes that occur in students or the success of the process and results of implementing various school programs. The aim of classroom action research is to change teacher teaching behavior, student behavior in the classroom, increase or improve learning practices, and/or change the framework for implementing classroom learning taught by the teacher so that there is an increase in teacher professional services in handling the learning process.

### RESEARCH PROCEDURE

To expedite the process of this activity, researchers used classroom action. This is done so that it is easier to obtain information, images or data that will be used in the preparation process. Taggart and Kemmis (Darmadi Hamid 2015:10) Action Research is a form of collective self-reflection carried out by researchers in social situations to improve the reasoning and fairness of the perpetrators regarding the conditions of the place where the activity is carried out. Then according to Suyanto (Afi Parnawi 2020:3) Action Research is a form of research that is reflective in nature by carrying out certain actions to improve and improve learning practices in the classroom in a more professional manner. Action Research is closely related to the problems of daily learning practices experienced by educators. Meanwhile, according to Suhardjono (Rustiyarso & Tri Wijaya 2020:14), Action Research is action research carried out by teachers with the aim of improving the quality of learning practices in their classes.

The Action Research stages in this research are:

#### 1. Preparation phase

The preparations that researchers made for this implementation were as follows:

- a. Contact the principal of SDN 12 Batudaa Pantai Gorontalo Regency to ask for permission regarding this research and consult with the fifth-grade teacher who is a partner in this research.
- b. Consult with the class V homeroom teacher at SDN 12 Batudaa Pantai as a working partner in communicating activity plans and implementation times for activities to be carried out with the class teacher.
- c. Develop a learning implementation plan that will be used in learning.
- d. Develop evaluation tools that will be used in learning.
- e. Create monitoring instruments used in learning.

#### 2. Action Implementation Stage

If the action preparation stage is ready, then the next stage is the action implementation stage, namely carrying out actions based on the plan that has been set. Classroom action research was carried out in two cycles and each cycle consisted of two meetings.

#### 3. Monitoring and Evaluation Stage

The monitoring and evaluation stage takes place in each cycle carried out and the results are discussed in each analysis. At this stage the researcher will be assisted by another homeroom teacher in observing the implementation of classroom actions. Researchers use evaluation sheets to measure the success of the process of implementing classroom actions. When the observation is carried out, the supervisor observes the implementation of the silhouette drawing technique and provides an assessment during the learning process.

#### 4. Reflection Analysis Stage

At this stage, the activity carried out is to analyze the results obtained at the observation stage, and the results are reflected again, whether by using this silhouette technique the students' drawing creativity has increased or not. So that actions can be planned for the next cycle of activities.

### 3. DISCUSSION

In cycle I, meeting 1, the researcher began and opened the lesson by greeting and greeting the students and continued with introductions and praying together. After opening the lesson, the researcher explained the material regarding

drawing using silhouette techniques using Power Point media while conducting questions and answers with the students, then the students began to draw according to their own creativity. According to the results of students' drawing creativity, there was a slight increase from the initial observation results, namely from 15 students there were 80% or 12 students who were not creative and 3 students who were creative or 20%, to 4 students or 27% who were creative while there were 11 students who were not creative or 73%. After the first cycle of action, meeting 1, it turned out that the standard performance indicators had not been achieved. So the researcher conducted cycle I, meeting 2.

In cycle I, meeting 2, the researcher started and opened the lesson by greeting and saying hello to the students and praying together, then the researcher explained again the drawing material using the silhouette technique, gave examples of how to use tools and guided the students to draw using the silhouette technique. According to the results of students' drawing creativity, there was an increase from the results of cycle 1 meeting 1, namely from 15 students there were 73% or 11 students who were not creative and 4 students who were creative or 27% to 5 students or 33% who were creative while 10 students were not creative. or 67%.

After holding action in cycle I, meeting 2, it turned out that the standard performance indicators had not been achieved. So the researcher continued the learning to cycle II.

The results of classroom action research in cycle I, meeting 1, can be seen from the evaluation results below.

1. The results of monitoring teacher activities in learning activities reach creative criteria with a percentage of 25%
2. The results of monitoring student activities in learning activities reach creative criteria with a percentage of 30%
3. The results of the evaluation of students' drawing creativity were 4 students who were creative at 27% with scores of 70 and above. A total of 11 students who were not creative were 73% with scores of 70 or below.

The obstacles faced during the learning process in cycle I, meeting 1, were:

1. Students who are not focused on learning or students who play too much when the learning process begins
2. Availability of tools and materials
3. How to use students' tools which are still stiff in drawing sketches
4. Limited time, because producing a perfect silhouette image requires a long time
5. Accuracy and flexibility of students' hands in drawing silhouettes

The reason why students' drawing creativity in cycle I meeting 1 only reached 27% or 4 people were creative was because so many students focused only a little when the teacher explained, so it had an impact on the students' own drawing creativity.

The results of class action research in cycle I, meeting 2, showed an improvement from the previous meeting. This can be seen in the following data.

1. The results of monitoring teacher activities in learning activities reached creative criteria with a percentage of 37.5%
2. The results of monitoring student activities in learning activities reach creative criteria with a percentage of 50%
3. The results of the evaluation of 5 students' drawing creativity were 33% creative with scores of 70 and above. A total of 10 students who were not creative were 67% with scores of 70 or below.

The obstacles faced during the learning process in cycle I, meeting 2, were:

1. Students who are not present when the teacher trains students outside class hours
2. How to use students' tools which are still stiff in drawing sketches and silhouette techniques
3. Limited time, because producing a perfect silhouette image requires a long time.
4. Accuracy and flexibility of students' hands in drawing silhouettes

The reason why students' drawing creativity in the first cycle of meeting 2 only reached 33% or 5 people who were creative was because so many students focused only a little when the teacher explained, so this had an impact on the students' own drawing creativity and limited time in drawing using silhouette techniques.

After the first cycle of action was carried out, it turned out that the performance indicator standards had not been achieved. So the researchers carried out cycle II. Improvements in cycle II and the results of this cycle's action research show the expected improvements. This can be seen in the evaluation data for cycle II meetings 1 and 2 below.

In cycle II, Meeting 1, the researcher began and opened the learning by greeting and praying together. Then it was continued with introductions to students who were located on the beach in Olimoo village, Batudaa Pantai subdistrict. The researcher again explained the drawing material using the silhouette technique. According to the value of creativity in drawing, students experienced an increase from the results of the 1st meeting 2, namely from 15 students there were 33% or 5 students who were creative while 10 students were not creative or 67% to 9 students or 60% who were creative while 6 students were not creative or 40%.

After holding action in cycle II, meeting 1, it turned out that the standard performance indicators had not been achieved. So the researcher conducted cycle II meeting 2. In cycle II meeting 2, the researcher began and opened the lesson by greeting and praying together in class. Then the researcher again explained the drawing material using the silhouette technique and gave examples of how to use tools and guided students in drawing using the silhouette technique. According to the results of students' drawing creativity, there was an increase from the results of cycle II meeting 1, namely from 15 students there were 60% or 9 students who were creative while 6 students were not creative or 40% to 12 students or 80% who were creative while 3 students were not creative. or 20%

The results of cycle II above show that the students' drawing creativity has increased beyond the performance indicator targets set previously.

The results of classroom action research in cycle II meeting 1 can be seen from the evaluation results below.

1. The results of monitoring teacher activities in learning activities reached creative criteria with a percentage of 62.5%
2. The results of monitoring student activities in learning activities reach creative criteria with a percentage
  1. The reason why students' drawing creativity in cycle II meeting 1 only reached 60% or 9 people who were creative was because so many students always forgot to bring tools and materials when drawing.

After carrying out the actions in cycle II meeting 1, the researcher continued the actions in cycle II meeting 2. This can be seen from the evaluation data for cycle II meeting 2 below.

1. The results of monitoring teacher activities in learning activities reached creative criteria with a percentage of 87.5%
2. The results of monitoring student activities in learning activities reach creative criteria with a percentage of 90%
3. The results of the evaluation of students' drawing creativity were 12 creative students or 80% with scores of 70 and above. A total of 3 students were not creative or 20% with scores of 70 or below.
2. The obstacles faced during the learning process in cycle II, meeting 2, were students who were not present during the action giving process.

The reason why students' drawing creativity in cycle II meeting 2 had reached and exceeded the performance indicator of 80% or 12 creative people was because so many students always forgot to bring tools and materials when drawing.

The results of cycle II above show that the students' drawing creativity has increased beyond the performance indicator targets set previously. The results of the evaluation of student drawing creativity using the silhouette technique for class V students at SDN 12 Batudaa Pantai can be seen in the table below.

Tabel 2. Creativity Data Students at Cycle I dan Cycle II

No	Criteria	Cycle I		Cycle II	
		Pertemuan 1	Pertemuan 2	Pertemuan 1	Pertemuan 2
1.	Kreatif	4 students or 27%	5 students or 33%	9 students or 60%	12 students or 80%
2.	Tidak Kreatif	11 students or 73%	10 students or 67%	6 students or 40%	3 students or 20%

From the data above in cycle I and cycle II. It can be concluded that using the silhouette technique can increase the drawing creativity of class V students at SDN 12 Batudaa Pantai, Gorontalo Regency. For those who do not master the number of 3 people, remedial work is carried out and they are re-trained in how to draw using silhouette techniques, how to use tools and the precision and flexibility of the hands outside of class hours. Thus, the action hypothesis reads "If using the silhouette technique for class V students at SDN 12 Batudaa Pantai, Gorontalo Regency, the students' drawing creativity increases", can be accepted.

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