

THE EFFECT OF FREE DRAWING ABILITY AND EMOTIONAL INTELLIGENCE ON THE DEVELOPMENT OF CREATIVITY FOR CHILDREN AGED 5-6 YEARS IN EARLY CHILDHOOD EDUCATION MARTABE KASIH, SILIMABAHAL VILLAGE, SIBORONGBORONG DISTRICT

Sartika Sareany Tambunan¹, Syamsu Nahar², Wahyudin Nur Nasution³

^{1,2,3}Universitas Islam Negeri Sumatera Utara

E-mail: ¹⁾sartikasareanytambunan@gmail.com, ²⁾syamsunahar@uinsu.ac.id,

³⁾wahyuddinnurnasution@uinsu.ac.id

ABSTRACT

This study aims to determine (1) free drawing activities have a significant influence on children's creativity, (2) emotional intelligence has a significant influence on children's creativity, and (3) the interaction between free drawing activities and emotional intelligence has an influence on children's creativity. The research method used in this study is a quasi-experimental method with a 2x2 factorial design. The study population was all children of PAUD Martabe Kasih, Silimabahal Village, Siborongborong District aged 5-6 years, consisting of 2 classes totaling 48 children. The sample of this study was for the control group, namely the children of group B1 which amounted to 24 children, while the experimental group, namely the children of group B2, which amounted to 24 children. The results of this study are (1) there is a positive and significant effect of free drawing activities on children's creativity, this is evident from $F_{count} 133.87 > F_{table} 3.972$. In this case, the average results of the creativity test of children who are taught with free drawing activities are higher than those of drawing activities with teacher instructions, so it can be concluded that free drawing activities are more effectively applied in learning to increase children's creativity. (2) there is a positive and significant effect of emotional intelligence on children's creativity, this is evident from $F_{count} 6.03 > F_{table} 3.972$. In this case, the average results of creativity tests for children with high emotional intelligence as a whole, both those taught with free drawing activities and drawing with teacher instructions, are higher than the average results of creativity tests for children with low emotional intelligence, and (3) there is an interaction of free drawing activities and emotional intelligence that have an influence on children's creativity, this is evident from $F_{count} 7.09 > F_{table} 3.972$. In this case, the average creativity test results of children with high emotional intelligence are better taught using free drawing activities compared to using drawing activities with teacher instructions, while children with low emotional intelligence are better taught using drawing activities with teacher instructions compared to children with low emotional intelligence. free drawing activity.

Keywords: Free Drawing Activities, Emotional Intelligence, Children's Creativity.

1. INTRODUCTION

Free drawing is a two-dimensional art activity that can develop children's artistic skills and creativity. By drawing children can express their expression and imagination without limits. This activity is done by crossing out, drawing lines, giving color to create an image.

Rusdarmawan (2009) states that drawing is a non-static activity through the activity of playing textures, colors, patterns and image objects. Through pictures, the child's desire to express his imagination can be done directly at that time. There is no element of coercion but freedom of expression. Meanwhile, according to Sumanto (2006) free drawing is drawing freely according to free drawing tools that are free, spontaneous, creative, unique and individual. Drawing for children is a form of creative expression and imagination that is seen and experienced by children. By drawing will bring creative ideas and imagination will affect the development of creativity it has. Creativity in the form of free drawing does not only affect the development of creative thinking skills, but also affects all other areas of ability such as cognitive, affective, physical, motor, language, artistic and social emotional.

THE EFFECT OF FREE DRAWING ABILITY AND EMOTIONAL INTELLIGENCE ON THE DEVELOPMENT OF CREATIVITY FOR CHILDREN AGED 5-6 YEARS IN EARLY CHILDHOOD EDUCATION MARTABE KASIH, SILIMABAHAL VILLAGE, SIBORONGBORONG DISTRICT
Sartika Sareany Tambunan, Syamsu Nahar, Wahyudin Nur Nasution

Emotional intelligence according to Goleman and Salovey as quoted by Mashar (2011) is the ability to recognize one's emotional self, manage and express emotions, motivate oneself, recognize other people's emotions/empathy, and build relationships with others. This intelligence has various benefits in children's lives.

Mashar (2011) states that with children having emotional skills, they will be better able to overcome various problems that arise in the process of their development towards adult humans. Not only that, children will also be able to overcome emotional challenges in modern life. Children who have emotional skills are able to regulate emotional states, are more skilled at calming themselves when angry, are more skilled at focusing, relate better to others, and are better able to understand others (Putra, 2013).

Free drawing activities can increase children's creativity. This is in accordance with research conducted by Veryawan (2020) with the results of his research saying that the level of success in doing free drawing using crayons to increase children's creativity shows very good development and has reached the level of development in accordance with expectations. Thus, free drawing activities using crayons can increase children's creativity.

In addition, research conducted by Uswatun Hasanah (2021) also said that free drawing activities using sketching, dussel (rubbing), and shading techniques can increase children's creativity. This can be proven from the results of research that has been done, namely children are getting richer in initiative when drawing, children have broad interests when drawing because the teacher frees children to draw according to the specified theme. The selection of drawing techniques that children have never tried before makes children not get bored quickly when drawing, so that the resulting work is more creative

Emotional intelligence can also be used to develop creativity in early childhood. This is in accordance with research conducted by Sinaga (2019) which says that there is an interaction between learning models and early childhood emotional intelligence. For Early Childhood Children who have high emotional intelligence, it will be more effective in increasing the creativity of Early Childhood by using the Synectic learning model, while for Early Childhood who have low emotional intelligence, the direct learning model is more effective in increasing the creativity of early childhood.

Initial observations were made by researchers at PAUD Martabe Kasih in Silimabahal Village that play activities that support the development of children's creativity are still low. Seen when researchers invite children to draw their activities at home after school, for example pictures playing with friends, watching television or studying with brother/sister. Of the 15 children in first grade, there were 4 children who immediately answered 'I was playing with my brother, ma'am' 'I was told to sleep with my mother, I was in the fields with my mother, Mom' and started to draw but most of them looked confused because they were confused. what do you want to draw? After being interviewed, children are confused about how to draw shapes, children lack ideas and cannot express their own ideas, lack courage, spontaneity and freedom in expressing feelings, ideas, imagination into a picture. Interviews with teachers admitted that the lack of activities to develop children's creativity optimally was because many parents were more demanding of their children to be able to read and count. The development of children's creativity is also not supported by their emotional intelligence. This can be seen when children are asked to carry out activities related to their creativity, children tend to carry out according to what the teacher does, children only do easy things so that when children are given activities that have a high level of difficulty, children will tend to get angry. and annoyed, the child does not want to be patient to try to complete the given activity. This is because the child does not recognize the emotions that exist in him.

2. RESEARCH METHODS

The research method used in this study is a quasi-experimental method with a 2x2 factorial design. The study population was all children of PAUD Martabe Kasih, Silimabahal Village, Siborongborong District aged 5-6 years, consisting of 2 classes totaling 48 children. The sample of

this study was for the control group, namely the children of group B1 which amounted to 24 children, while the experimental group, namely the children of group B2, which amounted to 24 children. The data collection instrument used was a test, while the data analysis technique used two-way analysis of variance.

3. RESULTS AND DISCUSSION

Testing the first hypothesis obtained $F_{count} = 133.87$ while the value of $F_{table} = 3.972$ for dk (1.74) and the significance level = 0.05, it turns out that the value of $F_{count} = 133.87 > F_{table} = 3.972$ so that the hypothesis testing rejects H_0 . Thus, it can be concluded that the creativity of children aged 5-6 years at PAUD Martabe Kasih who are taught by free drawing activities is higher than those taught by conventional learning activities that are proven to be true.

This can also be seen from the average creativity test results of children aged 5-6 years at PAUD Martabe Kasih who are taught by free drawing activities ($\bar{X} = 58.07$) which is higher than the results of creativity tests for children aged 5-6 years at PAUD Martabe Kasih. taught by conventional learning activities ($\bar{X} = 54.20$).

These findings indicate that to develop children's creativity in learning, teachers can provide stimulation to children in the form of drawing activities rather than providing conventional learning activities that focus on reading, writing and arithmetic. This is supported by research conducted by Amalia (2022) which states that the application of free drawing in increasing children's creativity is very beneficial for children and teachers because with free drawing activities, children will have good creative abilities, and it can be seen from the way children use tools and the way children express their imagination in these activities. In addition, children have great curiosity, have a sense of beauty, and children are free to express opinions in free drawing activities.

The same thing is also explained by Hasanah (2017) which states that free drawing activities using sketch, dussel (rubbing), and shading techniques can increase children's creativity. This can be proven from the results of research that has been done, namely children are getting richer in initiative when drawing, the children have broad interests when drawing because the teacher frees children to draw according to the specified theme. The selection of drawing techniques that children have never tried before makes children not get bored quickly when drawing, so that the resulting work is more creative.

Each learning activity can be carried out by using more emphasis on the abilities, desires and needs of the child, so that with various stimuli provided it is expected to be able to develop thinking intelligence, develop motor skills and develop personality. Learning activities carried out by children in PAUD are techniques or methods used by PAUD teachers to achieve learning goals through learning activities while playing, which in the learning process activities designed can create a sense of pleasure, there is no coercion and children are free to choose the activities they like, so that children are not aware that they are being processed to learn.

The material and learning activities provided are integrated and interrelated with one another. In delivering learning materials the teacher pays attention to the needs, interests and abilities of children. Students are more directed to participate actively in learning activities. Through learning activities, children can satisfy the needs of motoric development, cognitive, creativity, language, emotional, social, values and attitudes to life in a more relaxed, relaxed and fun way because it is given in a comfortable atmosphere, so that in the end the learning objectives can be achieved and able to form the perception that school and learning are fun. With this attitude, after the child has finished studying at PAUD, he will be more ready and mature to learn.

On the other hand, PAUD which is more oriented towards achieving the target of academic ability uses formal learning methods. The PAUD does not take advantage of and is less concerned with playing activities in the learning process. Teaching programs are more focused on academic achievement, such as the ability to read, write and count. This PAUD also has game tools, but they are not used as a medium in teaching. These game tools are usually only used by students during

THE EFFECT OF FREE DRAWING ABILITY AND EMOTIONAL INTELLIGENCE ON THE DEVELOPMENT OF CREATIVITY FOR CHILDREN AGED 5-6 YEARS IN EARLY CHILDHOOD EDUCATION MARTABE KASIH, SILIMABAHAL VILLAGE, SIBORONGBORONG DISTRICT
Sartika Sareany Tambunan, Syamsu Nahar, Wahyudin Nur Nasution

breaks, while in the classroom during the learning process, children's activities are learning in the true sense.

Testing the second hypothesis obtained $F_{count} = 6.03$ while the value of $F_{table} = 3.972$ for dk (1.74) and a significance level of $\alpha = 0.05$. it turns out that the value of F_{count} is $6.03 > F_{table} 3.972$ so that the hypothesis testing rejects H_0 . Thus, it can be concluded that the creativity of children aged 5-6 years in PAUD Martabe Kasih with a high level of emotional intelligence tendency is higher than that of children with low emotional intelligence tendencies. This can also be seen from the average creativity test results of children aged 5-6 years at PAUD Martabe Kasih with high emotional intelligence ($\bar{X} = 65.25$) which is higher than the results of school maturity tests for children with low creativity ($\bar{X} = 65.25$). higher than the creativity of children with low emotional intelligence ($\bar{X} = 47, 02$).

These findings indicate that to develop children's creativity in learning, teachers and parents must improve the emotional intelligence of early childhood because by having high emotional intelligence, children are able to know how to control and control their emotions. This is supported by research conducted by Muthiah and Ratnaningsih (2016) which says that there is a significant positive relationship between emotional intelligence and non-aptitude creativity in dance education students at the State University of Semarang. The higher the emotional intelligence possessed by dance education students, the higher the non-aptitude creativity. Conversely, the lower the emotional intelligence of dance education students, the lower the non-aptitude creativity. Emotional intelligence provides an effective contribution of 23.6% to non-aptitude creativity.

The same thing was also explained by Yenti, et al (2022) who explained that the direction of the influence of emotional intelligence on students' creative thinking abilities was in the same direction, meaning that if students' emotional intelligence increases, the students' creative thinking skills also increase. As we know that emotions are the basis for human beings in creating behavior and indicate that the emotions possessed by students are good, the behavior appears to tend to be good, including behavior in learning which will ultimately determine student achievement. Considering that students are also objects in education, it is necessary to apply aspects that exist in emotional intelligence which include self-awareness, self-regulation, empathy and social skills in the teaching and learning process. fixed but can develop according to the individual awareness of students.

Testing the third hypothesis, namely the interaction between free drawing activities and emotional intelligence has an influence on children's creativity. Based on the 2 x 2 factorial ANOVA calculation, $F_{count} = 7.09$, while the $F_{table} = 3.972$ for dk (1.74) and the real level = 0.05, it turns out that the $F_{count} = 7.09 > F_{table} = 3.972$ so that the hypothesis testing rejects H_0 . Thus, it can be concluded that there is an influence between free drawing activities and emotional intelligence in influencing the creativity of children aged 5-6 years at PAUD Martabe Kasih. To determine the interaction between free drawing and emotional intelligence on the creativity of children aged 5-6 years at PAUD Martabe Kasih, further tests were carried out using the Scheffe test.

The results of further testing with Scheffe's test of the 6 combinations contained in the test, there are four combinations that show significant results and two combinations that show insignificant results with details:

1. The average creativity test of children who are taught by free drawing activities and have high creativity ($\bar{X} = 69$) is higher than the average creativity test of children who are taught by conventional learning activities with high emotional intelligence ($\bar{X} = 61.15$).
2. The average creativity test of children who are taught free drawing and high creativity ($\bar{X} = 69$) is higher than the average creativity test of children who are taught free drawing and have low emotional intelligence ($\bar{X} = 46, 40$).

3. The average creativity test of children taught by free drawing activities with high emotional intelligence ($\bar{X} = 69$) is higher than the average creativity test of children taught by conventional learning activities with low emotional intelligence ($\bar{X} = 47, 60$).
4. The average creativity test of students taught by conventional learning activities with high emotional intelligence ($\bar{X} = 61.15$) was higher than the average creativity test of children taught by free drawing activities with low emotional intelligence ($\bar{X} = 47, 60$).
5. The average creativity test of children taught by conventional learning activities with high emotional intelligence ($\bar{X} = 61.15$) was higher than the average creativity test of children taught by conventional learning activities and low emotional intelligence ($\bar{X} = 47.60$).
6. The average creativity test of children taught with free drawing activities and low emotional intelligence ($\bar{X} = 46, 40$) is lower than the average creativity test of children taught with conventional learning activities and low emotional intelligence ($\bar{X} = 47,60$).

However, there is an influence of free drawing activities and emotional intelligence on children's creativity, this can be seen from free drawing activities giving higher creativity results in children aged 5-6 years at PAUD Martabe Kasih with high emotional intelligence than children with low emotional intelligence and Conventional learning activities provide higher creativity for children aged 5-6 years with high emotional intelligence than children aged 5-6 years at PAUD Martabe Kasih with low emotional intelligence, it is also proven.

This is in line with Husnu's (2020) explanation which says that children's creativity can be marked by the presence of creative thinking children, who can connect two original ideas. Drawing activities in early childhood are part of the development of children's art, which in each individual child has their own creativity. Drawing activity serves as a fun activity for children if the facilities and motivation are given to children. With drawing activities, children can cross out, scratch, and create shapes that will be explored by playing with colors. The creativity of drawing activities is a means of developing all the potential of children, with drawing activities children will be able to develop their creativity by connecting their ideas contained in art activities. This development is part of the development of children's thinking power in creating or combining things into works.

4. CONCLUSION

The conclusions that can be drawn in this study are:

- 1) there is a positive and significant effect of free drawing activities on the creativity of children aged 5-6 years at PAUD Martabe Kasih, this is evident from $F_{count} 133.87 > F_{table} 3.972$. In this case, the average creativity test results of children who are taught with free drawing activities are higher than conventional learning activities, so it can be concluded that free drawing activities are more effectively applied in learning at PAUD Martabe Kasih in order to increase children's creativity.
- 2) There is a positive and significant influence of emotional intelligence on the creativity of children aged 5-6 years at PAUD Martabe Kasih, this is evident from $F_{count} 6.03 > F_{table} 3.972$. In this case, the average results of creativity tests of children with high emotional intelligence as a whole, both those taught with free drawing activities and conventional learning activities, are higher than the average results of creativity tests for children with low emotional intelligence.
- 3) There is an interaction of free drawing activities and emotional intelligence that have an influence on the creativity of children aged 5-6 years at PAUD Martabe Kasih, this is evident from $F_{count} 7.09 > F_{table} 3.972$. In this case, the average creativity test results of children with high emotional intelligence are better taught using free drawing activities than using

THE EFFECT OF FREE DRAWING ABILITY AND EMOTIONAL INTELLIGENCE ON THE DEVELOPMENT OF CREATIVITY FOR CHILDREN AGED 5-6 YEARS IN EARLY CHILDHOOD EDUCATION MARTABE KASIH, SILIMABAHAL VILLAGE, SIBORONGBORONG DISTRICT
Sartika Sareany Tambunan, Syamsu Nahar, Wahyudin Nur Nasution

conventional learning activities, while children with low emotional intelligence are better taught using conventional learning activities compared to free drawing activities.

Some suggestions are as follows: (1) learning activities and children's characteristics are components that can determine and influence the success of learning in children in learning. Therefore, the teacher as a learning designer pays attention to the characteristics of children in designing learning activities so that teachers can determine learning activities that are more suitable to be carried out, (2) the implementation of free drawing activities provides high creativity results compared to conventional learning activities. Therefore, it is recommended that teachers in learning activities should apply free drawing activities, and (3) the characteristics of the children studied in this study are limited to emotional intelligence. For this reason, other researchers are advised to examine other characteristics of children, such as learning styles and other intelligences.

REFERENCES

- Desra Mega Pertiwi dan Farida Mayar. 2020. *Pengaruh Kegiatan Menggambar Bebas Teknik Graffiti Terhadap Seni Rupa Anak Usia Dini di Taman Kanak-Kanak Aisyiyah V Padang*. Jurnal Pendidikan Tambusai, Volume 4 Nomor 1 Tahun 2020.
- Eka Sriwahyuni dan Nasriah. 2021. *Pengaruh Menggambar Terhadap Kecerdasan Visual Spasial Anak Usia 5-6 Tahun di TK Daruz Zikra Medan Tuntungan Tahun Ajaran 2019/2020*. Jurnal Usia Dini Universitas Negeri Medan, Volume 7 No 1 Juni 2021.
- Mashar, Riana. 2015. *Emosi Anak Usia Dini Dan Strategi Pengembangannya*. Jakarta: Penada Media Group.
- Putra, Musa dan Dwi Lestari Ninin. 2013. *Penelitian Kualitatif: Pendidikan Anak Usia Dini*. Jakarta: Raja Grafindo Persada.
- Rofiko Sari dan Basuki Hadi Prayogo. 2019. *Pengaruh Kegiatan Menggambar Terhadap Kreativitas Anak Usia 5-6 Tahun di TK Dharma Wanita Wirolegi Summersari Kabupaten Jember*. JECIE: *Journal of Early Childhood and Inclusive Education*, Volume 2, Nomor 2, Juli 2019)
- Rusdarmawan. 2009. *Children's Drawing dalam PAUD*. Bantul: Kreasi Wacana.
- Sumanto. 2006. *Pengembangan Kreativitas Seni Rupa Anak Sekolah Dasar*. Jakarta: Departemen Pendidikan Nasional, Direktorat Jenderal Pendidikan Tinggi, Direktorat Pembinaan Pendidikan Tenaga Kependidikan, dan Ketenagaan Perguruan Tinggi.
- Yashinta Aplina Nona, dk.2019. *Pengaruh Metode Menggambar Bebas dengan Teknik Menarik Benang Terhadap Kreativitas Anak Kelompok B di TK Gerbang Indah Malang*. Prosiding Seminar Nasional, Pendidikan dan Pembelajaran Bagi Guru dan Dosen, Vol. 3, Tahun 2019.
- Wahyuddin Nur Nasution. 2018. *Pengaruh Pendekatan Pembelajaran Berbasis Inkuiri dan Kecerdasan Emosional Terhadap Tingkat Prestasi Belajar Sains Siswa*. *Journal of Turkish Science Education*, Volume 15, Issue 4, December 2018.