

Appreciative Ability Towards the Drawing Technique and Tools Implemented by Elementary School Students

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Abstract: This study aims to describe: (1) drawing technique; and (2) drawing tools used according to elementary school students (SD). This study employs qualitative descriptive research design. Subjects of the study is elementary school students of grade III, IV, V, VI in Malang city and regency. To collect the data, this study uses questionnaire and drawing documents. Content analysis approach and art appreciation are used to analyses the data. The results of this research are: (1) drawing technique done by self-creation, imitating from books, the internet, assisted by father, mother, brother, friend, imitating from magazines, and other ways, for example seeing objects directly, look at teacher's drawing demonstration and imagine by themselves; and (2) drawing tools used by pencils, crayon paint, colored pencils, markers, poster paint, pens, and other tools.

Keywords: appreciative ability, way to draw and the drawing tools, elementary school students

I. INTRODUCTION

Drawing technique implemented by someone is an art activity to produce a drawing picture according to the tools he used. Drawing done by elementary school students is of course also done through certain methods or techniques in order to produce the best drawing work, and according to their desires. In general, based on the drawing techniques can be distinguished: (1) drawing freely according to the drawing tools that used without using the aid of ruler, term ruler and so on. The result has the characteristics of being free, spontaneous, creative, unique and individual, (2) drawing made with the help of crossbar equipment (ruler, term ruler, protractor, screen printing / letters). The result has a characteristic of being bound, static and not spontaneous. In this case, drawing techniques of elementary school students is generally an expression of free, expressive, spontaneous or directed through scratching tools or paint on drawing paper.

Recognizing drawing techniques of elementary school students in Malang city and regency that mean by the researcher is a tendency of appreciative attitude in expressing the ways of drawing that they do. Various ways of drawing can be done by the students through making their own drawings or creating themselves based on their creative skills. They can also draw by imitating an object, an object, an existing drawing, or drawing by being helped or taught by others. Drawing is a result of thinking, desires, ideas, and students' feelings towards their environment (Pamadhi, 2008) as a reflection on shapes, illustration, decorative ornaments, reclama, ornamental letters, cartoons, caricatures, and so on.

Understood from the process of expressing ideas or drawing ideas can be started by: (1) directly observing or seeing the object to be drawn, (2) imagining or illustrating the object to be drawn, (3) imitating existing and other pictures. Drawing based on the process or stages of expressing ideas into drawing works can be done in several ways: (a) make a scratch or basic sketches

that have been done before that are expected to form the desired object to be drawn, (b) refining the sketch by adding parts of the scratches and coloring until the final or finished work is produced (Sumanto, 2014). Drawing is comprehended based on the level of creation quality, it can be distinguished as: (a) creating a new work, original and contextual, (b) composing or modifying based on existing drawing works into the new works, (c) imitating pre-existing drawing works, including copying patterns (malls),

Pictures made by elementary school students are created with a specific purpose. Expression in exploring ideas carried out by the students is certainly very dynamic and straightforward and individual. The tendency of the students' characteristics picture is partly bound by the accuracy of shapes, motives, patterns, sizes, proportions, clarity, the impression of natural colors and others. The characteristic pictures are also not always tied to technical provisions such as proportions, perspectives, similar impressions and others. Each picture has certain characteristics, so that it produces a variety of types and shapes. Pictures are intended to realize experiences, observations, events, imaginary ideas or explain an event, object, place, situation. There are types of pictures that are used to decorate, as guidelines and instructions for making goods / objects, as a sign or symbol and others.

Characteristics of pictures is free and can be done by anyone based on individual desires, personal will, emotional expression, according to the equipment and tools used without using the aid of ruler, term ruler and so on. From the process of creating pictures freely, the results are characterized by being free, spontaneous, creative, unique and individual. How to make the picture can be produced types of pictures with objects that are either realistic figurative, or imaginative objects. Seen from the characteristics of the media (dyes) that are used and the art techniques in the finishing also have certain characteristics. Such as, the picture works with the

finishing characteristics of shading, mussel technique, stipple, sweep and wet (liquid) dye mixture with dry color.

Drawing artwork can be appreciated from the following. First, each type of picture has characteristics based on the form and content in each drawing. The form as the container while the one in it as its contents. Characteristics (physical structure) composition of drawing according to the impression of objects can be seen through the eyes, while the content (meaning) can be responded to, understood according to the audience. The example of ornament picture has more dominant characteristics in the arrangement and coloring of decorative motifs, while the meaning of ornamental motifs matches ideas. There are decorative motifs of flora, fauna, humans and others. Second, it displays a specific impression of the techniques for solving each type of picture. The types of techniques are linear, block, shading, floor, stalk, aquarelle, plaque, and other techniques. For example, in the shading technique the characteristics are on the streaks of lines that are composed to give the impression of space, lighting, thick-thin and its beauty (Kustiawan, 2012). Third, the media, the type of dye used in making drawings, for example the color of crayon (pastel paint) as a dry dye that impression of scratches tends to be rather coarse, although there can also be smooth but not as smooth (flat color) as coloring with color fluids (watercolor, poster paint) and so on.

Drawing activity done by students is to cultivate awareness of others in the environment in communicating, collaborating, appreciating and valued can be nurtured. Social sensitivity to the surrounding environment and the ability to cooperate in making group work can process the social attitudes and feelings of students. Students become sensitive to the environment, sensitivity would be trained, so that if there are problems in their environment, they can feel and are expected to overcome these problems.

Appreciative ability to draw and the tools used according to elementary school students is certainly interesting and urgent to study. Appreciative ability performance in responding drawing techniques and statement of tools according to elementary school students can be seen from: (a) its ability to see a work of art, cultural objects and natural objects that have the impression or meaning of beauty accompanied by a sense of liking, interest to see with without being forced and showing excitement, (b) the ability to identify the impression and meaning of beauty from the physical elements seen in the appreciated work, (c) the ability to express attitudes as a form of appreciative experience, for example students express an attitude that is happy, interested, amazed, satisfied, fascinated, good, beautiful, unique in the art works that are appreciated (Sumanto, 2011). This appreciative ability is expected to trigger students' performance in creative work or doing fine arts.

Appreciative ability is an aesthetic experience, and from that experience an appreciative attitude will emerge. According to Pappas (Retnowati, 2009), aesthetic experience is a feeling (positive or negative) which is a person's reaction, both mentally and / or physically, when observing the work of the picture. In this case, the ability

of student's appreciation will be influenced by work experience and observational actions on the results of the artwork, especially those experienced through art learning in school. The ability to appreciate and express beauty and harmony includes appreciation and expression, both in individual life so be enjoy and be grateful for life, and in social life so it can create harmonious togetherness (BSNP, 2006, in Sumanto, 2011).

Every student has ability in responding, appreciating, and enjoying natural object created by God, and objects (artworks) created by humans. Among the diversity of human creation is drawing artwork. In this study, enjoying the existence of drawing works for elementary school children is called as appreciative abilities by the researcher. Appreciative ability means the tendency that exists in elementary school students in responding, appreciating, enjoying the impression of beauty and artistic value in the artwork. In particular, appreciative ability is the attitude tendency expressed by elementary school students in Malang city and regency. The attitude expressed by elementary school students is interpreted as a manifestation of the appreciative ability towards the beauty of picture with regard to indicators: (1) drawing technique that is often chosen or used, (2) drawing tools that being used. Regarding to appreciative abilities related to pictures based on aspects of shapes, the color of the picture, the completion technique of the picture, and the composition of the drawing work.

Based on the issue mentioned above, the researcher believes that beauty research according to students' appreciative abilities is very urgent to conduct. The object of this research has an attraction and is important to study, the study like this has not been carried out fundamentally. Research on the beauty of picture according to the appreciative ability of elementary school students is taken into consideration: (a) descriptive information about appreciative ability of the students towards beauty of picture is one of the important assets of science and culture to be explored and preserved, (b) According to the researcher, to date, there have been no results of research on the perspective of the beauty of pictures according to the appreciative ability of elementary school students who can be utilized in art education at the elementary level.

Research on elementary school students' appreciative attitudes related to the beauty of this artwork is intended in general to describe the diversity of artistic sensitivity to appreciation of elementary school students. The specific purpose of this study is to describe: (1) drawing technique, and (2) drawing tools used according to elementary school students in Malang city and regency.

II. METHOD

The research design used in this study is descriptive qualitative. It means that the results are analyzed in the form of detailed descriptions of a phenomenon. According to Bogdan and Biklen (1992) qualitative design has features like: (1) natural setting, (2) descriptive nature, (3) prioritizing the process rather than results, (4) analyzing data inductively, and (5) meaning is its main concern. This approach was chosen because it fits the characteristics of qualitative research (Miles and

Huberman, 1992; Sutopo, 1990; Rokhmat, 2004), and it is very suitable and also it provides opportunities in an effort to give qualitative understanding and explanation of a phenomenon deeply and holistically.

Appreciative ability of elementary school students is based on the artistic approach, and the manifestation characteristics of student's pictures are regarding to both physical structure and aesthetic structures. According to Sachari (2004) an aesthetic approach through art criticism, an art object can be observed from the meaning of expression, symbolic, social meaning, cultural meaning, meaning of beauty, economic meaning, or religious meaning. In this case, each art object will contain dimensions of dynamics, style, technique, aesthetic ideology, influence of lifestyle, relationship with behavior and environment.

The main data source of this study was gained from questionnaires and test the appreciative ability on the beauty of the picture, and completed by students' drawing documents from 4 grades (grade III, IV, V, and VI) in Malang city and regency. Steps of the activity carried out: (a) doing preliminary study includes activities to find library sources and relevant previous research results, (b) collecting data from elementary school respondents in Malang city and regency, and collecting drawing documents made by elementary school students that used as subjects / respondents, (c) reviewing and reducing data, and (d) presenting data in the form of tables and descriptive explanation to provide data meaning.

III. RESULT

a. Drawing techniques implemented by elementary school students

Based on the way of drawing implanted by the elementary school students found various facts. Regarding to how creating a picture, there are students claim that they make their own pictures (self-created), some of them imitate, and some of them are helped or taught by others. The complete data on ways of drawing done by elementary school students in class III, IV, V and VI in Malang city and regency are as follows.

Based on Table 1 shows that from grade III, 89 students (51.74%) stated that the way to draw is done by drawing their own creations, 38 students (22.09%) stated drawing pictures by imitating picture in the student book, 29 students (16.86%) stated that they draw pictures by being taught and assisted by father / mother, older siblings at home, 24 students (13.95%) stated that they draw pictures by copying pictures from the internet, and 9 students (5.23%) stated that the draw pictures by copying pictures in magazines.

Likewise according to Grade IV students admitted that 229 students (69.39%) draw pictures by self-creation, 49 students (14.85%) admitted that they draw pictures by imitating pictures portrayed in students' books, 28 students (8.48%) admitted that they draw pictures were taught and assisted by father / mother, older siblings at home, 27 students (8.18%) admitted that they draw pictures by copying picture in magazines, 26 students (7.88%) admitted that they draw pictures by copying

pictures from the internet, and 2 students (0.61%) admitted that they draw pictures in other ways.

Table 1
Drawing Technique Implemented by Students of Grade III And IV

Question	Alternative answers	Grade III		Grade IV	
		F	%	F	%
How do you draw pictures?	a. Imitate picture portrayed in students book	38	22.09	49	14.85
	b. Imitate picture from the internet	24	13.95	26	7.88
	c. Imitate picture in the magazine	9	5.23	27	8.18
	d. Create by my own idea	89	51.74	229	69.39
	e. Assisted by father, mother, brother/sister at home	29	16.86	28	8.48
	f. others	0	0	2	0.61
Total		189*	-	361*	-

*Information: (N) grade III = 172 students, grade IV = 330 students
(*)students who choose more than 1 alternative answers*

Table 2
Drawing Technique Implemented by Students of Grade V and VI

Question	Alternative answer	Grade V		Grade VI	
		F	%	F	%
How do you draw pictures?	a. Imitate picture portrayed in students' book	119	24.84	38	22.62
	b. Imitate picture from the internet	54	11.27	32	19.05
	c. Imitate picture in the magazine	37	7.72	16	9.52
	d. Create by my own idea	248	51.77	89	52.97
	e. Assisted by father, mother, brother/sister at home	46	9.60	13	7.74
	f. Others	1	0.21	3	1.79
Total		505*	-	191*	-

*Information: (N) grade V = 479 students, grade VI = 168 students
(*)students who choose more than 1 alternative answers*

Based on Table 2, it shows that in grade V, 248 students (51.77%) said that they draw pictures by making their own creations, 119 students (24.84%) said that they draw pictures by imitating pictures portrayed in student books, 54 students (11.27%) said that they draw pictures by imitating pictures from the internet, 46 students (9.60%) said that they draw pictures was taught and assisted by father / mother, also brother at home, 37 students (7.72%) said that they draw pictures by imitating pictures in magazine, and 1 student (0.21%) said that he draw using the other way.

Based on Table 2, it shows that in grade VI, 89 students (52.97%) mentioned that they draw picture by creating their own creations, 38 students (22.62%) mentioned that they draw pictures by copying the pictures portrayed in the student book, 32 students (19.05%) mentioned that they draw pictures by imitating pictures from the internet, 16 students (9.52%) mentioned that they draw pictures by copying pictures in magazines, 13 students (7.74%) mentioned that they were taught and assisted by father / mother, brother at home, and 3

students (1.79%) mentioned that they draw pictures in other ways, which were depicted and imitated directly objects which to be drawn.

b. Drawing Tools Utilized by Elementary School Students

Based on the type of drawing tools used by elementary school students in grades III, IV, V and VI in drawing artwork picture, the following facts are obtained which are quite diverse.

Table 3
Drawing Tools Utilized By Students In Grade III and IV

Question	Alternative answer	Grade III		Grade IV	
		F	%	F	%
What drawing tools do you use to draw a picture?	a. Crayon	103	59.88	215	65.15
	b. Marker	46	26.74	49	14.85
	c. Watercolor, poster paint	6	3.48	25	7.57
	d. Colored pencils	77	44.77	86	26.06
	e. Pencils	170	98.84	280	84.85
	f. Others	0	0	4	1.21
Total		402*	-	599*	-

Information: (N) grade III = 172 students, grade IV = 330 students
(*students who choose more than 1 alternative answers)

Table 4
Drawing Tools Utilized by Students in Grade V and VI

Question	Alternative Answer	Grade V		Grade VI	
		F	%	F	%
What drawing tools do you use to draw a picture?	a. Crayon	372	77.66	120	71.43
	b. Marker	89	18.58	65	38.69
	c. Watercolor, poster paint	4	0.83	2	1.19
	d. Colored pencils	104	21.71	67	39.88
	e. Pencils	368	76.83	134	79.76
	f. Others	3	0.62	3	1.79
Total		940*	-	391*	-

Information: (N) grade V = 479 students, grade VI = 168 students
(*students who choose more than 1 alternative answers)

In Table 3 shows that in grade III, 170 children (98.84%) stated that they use pencils, 103 students (59.88%) stated that they use crayons or pastel paint, 77 students (44.77%) stated that they use colored pencils, 46 students use markers, and 6 students (3.48%) stated that they use watercolor and or poster paint. Likewise, according to grade IV, 280 students (84.55%) stated that they use pencils, 215 students (65.15%) stated that they use Crayon, 86 students (26.06%) stated that they use colored pencils, 49 students use markers, and 25 students use watercolor / poster paint, and 4 students stated that they use other equipment, namely ink, and pen.

Based on table 4 shows that in grade V of elementary school there are 372 students (77.66%) mentioned that they use crayons, 368 students (76.83%) mentioned that they use pencil, 104 students mentioned that they use colored pencils, 89 students mentioned that they use markers, 4 students mentioned that they use watercolor and poster paint (candi), and 3 students (0.62%) mentioned that they use other equipment or combine several drawing tools. According to grade VI, 134 students (79.76%) mentioned that they use pencils, 120 students mentioned that they use crayons, 67 students mentioned that they use color pencil equipment, 65

students (38.69%) mentioned that they use markers, 2 students (1.19%) mentioned that they use watercolor equipment, poster cars, and there are 3 students (1.79%) mentioned that they use other drawing tools.

IV. DISCUSSION

Elementary school students who express an appreciative attitude towards the joys or pleasures of drawing artwork have obtained facts confirm that most elementary school students in Malang city and regency have a fondness or pleasure in drawing pictures. Based on the overall subject, from 1144 students, 1117 students mentioned that they like drawing, while only 27 students said that they did not like drawing. From the students who like drawing, the researcher groups them according to their level of interest, there are 548 students (47.91%) are very appreciative of drawing, 416 students (36.36%) said that they like drawing, 153 students (13.37%) said that they do not like too much drawing, and 27 students (2.36%) said that they don't like drawing.

Appreciative Ability of Drawing Technique According to Elementary School Students

The way of elementary school students drawing artwork picture is obtained by quite diverse facts. There are students who claim that they draw pictures by creating their own imagination or making their own, some of them by imitating from sources, and some of them were being helped or taught by others. Regarding to the ways of drawing by elementary school students in Malang city and regency, the researcher provides the following discussion.

First, according to most of (51.74%) students in grade III elementary school students, they draw pictures by creating their own creations or create themselves. This fact further influences the tendency that children at the age of 9 years old still have freedom of expression and courage creating a picture. While the other students (22.09%) stated that they draw pictures by imitating pictures portrayed in the students' books, (16.86%) stated that drawing pictures taught and assisted by Father / Mother, brother at home, (13.95%) stated that drawing pictures by imitating pictures from the internet, and (5.23%) stated that creating pictures by copying pictures in magazines.

Second, according to grade IV students, they stated that most of them (69.39%) draw pictures by creating themselves. The condition of this fourth-grade elementary school student certainly strengthens the ability and confidence that most of the drawing is done by making or creating by themselves. With a higher percentage of conditions for drawing done by grade III of elementary school students. Furthermore, on how to draw that is implemented by a small number of elementary school students in grade IV (14.85%) stated that they draw by copying the pictures portrayed in the student's book, (8.48%) stated that they were taught and assisted by father / mother, brother at home, (8.18%) stated that they draw pictures by copying in magazines, (7.88%) stated that they draw pictures by imitating pictures from the internet, and (0.61%) stated that they draw pictures in other ways.

Third, most of elementary school students in grade V (51.77%) stated that they draw pictures by making their

own creations or creating themselves. Another minority students (24.84%) stated that they draw pictures by imitating the pictures portrayed in the students' books, (11.27%) stated that they draw by copying pictures from the internet, (9.60%) stated that they draw picture by being taught and assisted by a father / mother, and older siblings at home, (7.72%) stated that they draw pictures by copying pictures in the magazine, and 1 student (0.21%) stated that he uses the other way. From the various ways of drawings pictures implemented by elementary school students in grade V, there were indeed those who stated more than one way, for instance there are students who said that they draw picture by creating it themselves, and also by imitating or assisting.

Fourth, the tendency of ways to draw picture carried out by grade VI elementary school children also showed diversity, with the majority of students (52.97%) express their drawings by creating their own creations or creating themselves. While a small number of other students (22.62%) stated that they draw pictures by imitating pictures portrayed in the student's book, other students (19.05%) stated that they draw pictures by imitating pictures from the internet, some students (9.52%) stated that they draw pictures by copying pictures in magazines, there are students (7.74%) stated that they draw pictures by being taught and assisted by a father / mother, older siblings at home, and few of them (1.79%) stated that draw pictures in other ways, which are illustrated and directly imitated objects or objects to be drawn.

Based on the fact of the tendencies about drawing picture implemented by elementary school students in Malang city and regency, it can be emphasized that: (1) elementary school students have several ways in drawing pictures, namely creating their own, imitating, assisted by others, and in the other way, (2) the most dominant way or method used by elementary school students shows that making or creating their own is the most common way for elementary school students. (3) the way of imitating pictures taken by elementary school students is by imitating pictures portrayed in students' books, copying pictures from the internet, and copying pictures in magazines, (4) other ways of drawing done by some elementary school students namely by observing directly the object / object being drawn, observing the demonstration of drawing carried out by the teacher in the class, and how to imagine.

In general, drawing techniques implemented by elementary school students in Malang city and regency can be described in following Figure 1.

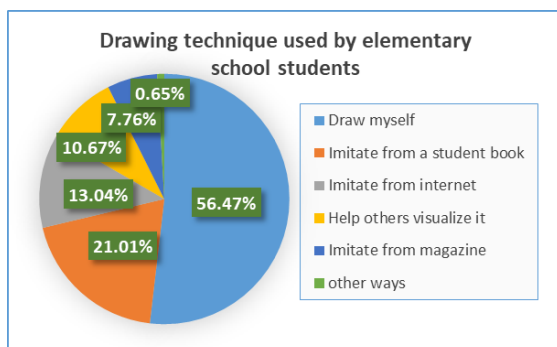


Figure 1
Percentage of drawing techniques done by students

Based on figure 5 described above shows that the percentage of students' drawing techniques done by elementary school students are (1) many students (56.47%) use self-drawing or self-creation, (2) other students (21.01%) imitate pictures in student books, (3) a smaller amount of them (13.04%) imitate pictures from the Internet, (4) only several students (10.67%) assisted by others, including Father, Mother, Sister, Friend, (5) there are 7.76% of students imitate pictures in Magazine, and (6) less than one percent, namely 0.65% of the students use other ways, for example seeing directly objects or objects to be drawn, looking at teacher's demonstrations drawing and imagining themselves.

From the various ways of drawing done by elementary school students, it can produce a composition of drawing artwork that is realized through line, shape and color elements. Through this method of drawing will form the symbolic meaning of ideas, charts, shapes of an object, location, position, direction, size, motion and so on. The meaning of an object by displaying colors that are varied, spontaneous, coarse, free, as well as careful coloring, flat, smooth, the impression of a cool, cold, dim, hot and other atmosphere. It can be confirmed that "The diversity of composition of elementary school children's drawing artworks expressed through the elements line, shape, and color; these elements are generally functioned to form symbolic meanings of ideas / ideas, charts, shapes of objects, locations, positions, direction, size, motion and others. The symbolic meaning of an object is expressed by presenting various colors, spontaneity, rough, free, and also coloring in a careful, flat, and smooth manner, also having impressions of cool, cold, dim, hot atmosphere and others (Sumanto. 2017).

Every way of drawing / techniques done by elementary school students will produce specific characteristics as a form of self-actualization or expressing those feelings through creating art that is in accordance with their interests. It was stated (Rengganis. 2011) that the picture of children has advantages, besides it can observe the development of the soul also has features in its composition, shape, and way of drawing, color, type, line, and theme so as to produce a very interesting pictures.

Appreciative ability towards drawing tools used by elementary school students

From several types of drawing tools used by the students, the researcher emphasize that the types of dry dyes such as pencils, colored pencils and crayons still dominate to be selected and used in drawing activities by elementary school students in each grade III, IV, V, and VI in Malang city and regency. The use of drawing tools by elementary school students in each grade is described as follows. First, almost all students in grade III (98.84%) use drawing tools in the form of pencils, more than half number of them (59.88%) use drawing tools in the form of crayons or pastel paint. A few of students (44.77%) use colored pencils, (12.11%) of the students use markers, and (3.48%) of the students use watercolor equipment and or poster paint, and no one uses other tools. Second, with almost the same condition, students in grade IV (84.55%) use drawing tools in the form of pencils, (65.15%) of

them use Crayon, (36.06%) of them use colored pencils, (13.40%) of them use markers, (5.46%) of them use watercolor / poster paint equipment, and (1.04%) of them use other drawing tools, such as ink and pen.

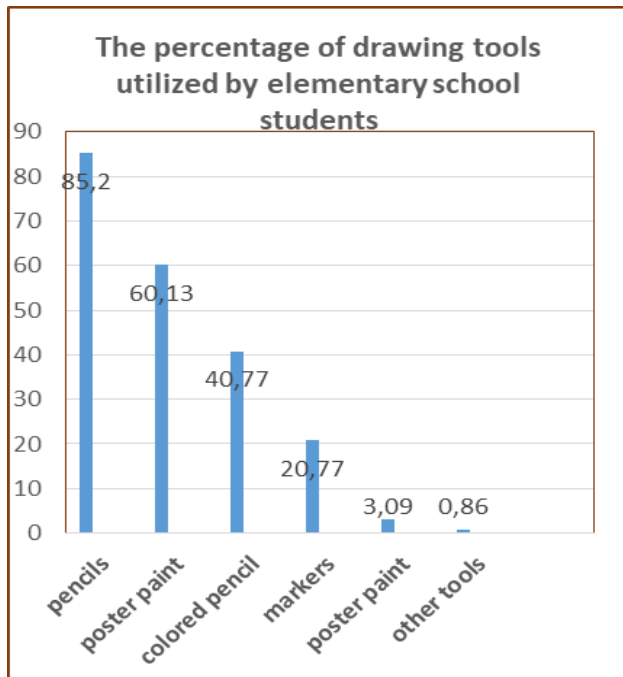


Figure 2
Percentage of Drawing Tools Utilized by Elementary School Students

Third, Most of the students in grade V (77.66%) use crayons as the drawing tools, (76.83%) of them use pencils, (41.87%) of them use color pencil , (16.88%) of them use markers, (2.24%) of them use watercolor and poster paint (candi), as well as (0.62%) of them use combination of several drawing tools. Fourth, various drawing tools utilized by students in grade VI was mostly (79.76%) pencil, (38.69) of them use crayons, (39.88) of them use color pencil, (38.69%) of them use markers, (1.19%) of them use watercolor, poster paint, and (1.79%) of them use other tools.

The tendency of drawing tools used by elementary school students in grade III, IV, V, and VI can be confirmed in the form of graph, namely (a) most of the students (85.20%) use pencil tools more often drawing pictures, (b) some of them with a percentage of (60.13%) use poster paint, (c) with quite a small amount of them (40.77%) use colored pencil. (d) a small number (20.27%) use markers, (e) there are (3.09%) of the students use poster paint, and (f) there are (0.86%) of them use other drawing tools such as a pen.

V. CONCLUSION

First, drawing techniques carried out by most of the elementary school students in Malang city and regency shows that (56.47%) of the students draw pictures by self-drawing or self-creation, (21.01%) of

them are copying pictures portrayed in student books, (13.04%) of them imitating pictures from the Internet, (10.67 %) of them were assisted by other people, including Father, Mother, Sister, Friend, and (7.76%) of them imitating pictures in Magazine, as well as (0.65%) of them using the other way, for example looking directly at the objects or objects to be drawn, looking at teacher's demonstrations in class and imagining themselves.

Second, the tendency of using drawing tools utilized by elementary school students in Malang city and regency shows that (a) most of the students (85.20%) use pencil in drawing pictures, (b) (60.13%) of them use poster paint, (c) (40.77%) of them use color pencils. (d) (20.27%) of them use markers, (e) (3.09%) of them use poster paint, and (f) (0.86%) of them use other drawing tool, like a pen.

The research with similar issues to this research are still needed to conduct, for example discussing student's appreciative attitudes toward drawing preferences, types of pictures that students interested in, types of drawing that they dislike, or how to draw, tools used to draw, good pictures, and selected interesting pictures by conscientious subjects with different regions. Especially elementary school students in Batu city, Blitar and wider coverage in East Java.

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