

How Can Learning Improve Creative Images?

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Abstract—The process of learning to develop creativity is a challenge for teachers, including art teachers in Indonesia, because the object images of student learning outcomes tend to be monotonous and less creative. To increase the creativity of students can apply analogy learning. The methodology in this study uses the action method to answer how to apply analogy learning to improve creative drawing skills. By using the class action method, this study explains the method of how analogy learning can improve children's drawing creativity, especially grade IV Elementary Schools in Indonesia. The research findings show that analogy learning can help students become more creative because they can produce more varied picture objects.

Keywords—learning analogy, drawing, creative drawing objects

I. INTRODUCTION

Several studies on the results of elementary school students in Indonesia show that most of their images tend to be monotonous, uniform, and less varied (reference source? This is a specific finding, so there must be a source. In that study try to provide a solution by changing learning, which initially applying visual aids with monotonous and uniform images, changed by learning not using visual media, which results in more varied images, the same is true for some elementary school students in other countries, for example in Estonia learning drawing in that country results the pictures tend to be the same and less varitive. In this study the researchers conducted action research by applying drawing learning through media appreciation of contemporary art. The results of the study concluded that learning through appreciation of contemporary art can produce more student images variative [1]. One of the characteristics of a creative picture is the object that is drawn varied. In addition to drawing objects other visual elements such as elements of color, lines, texture, composition, can also show whether the image is creative or not. For example visually the objects drawn by a student are not always the same in every assignment to draw, or in one class the students draw with various types of objects, shapes, colors, even though assigned with the same theme, the picture is quite varied. Conversely an uncreative image can also be observed from the elements of the image displayed. For example attack the draftsman always repeatedly making pictures that have the same type of the object image, color, shape, type of composition (there is no innovation in the type of object, object shape, color, or composition, and other elements), then it can

be called a picture that is lacking creative. Monotonous pictures can also be seen from the work of a group of students who have certain elements in common.

Referring to some of the research results above, it can be concluded that the creativity of some elementary school students in drawing is still low so that the shape of the drawing is less varied. To avoid monotonous picture results, students must be able to foster their creativity. The problem of the lack of variability in the form of images in some of these studies has given an idea of how to overcome them, namely by learning without the use of media and learning appreciation of contemporary art. In this article the researcher offers a solution to another form of learning, namely analogy learning. By using analogy learning, students are given the freedom to explore ideas based on their experiences. Students have diverse family backgrounds, places of residence, social and economic status, religion, so they have a variety of experiences. This experience will examine ideas in drawing. Because his experience is diverse so that gave birth to diverse ideas. The diversity of ideas if visualized through images will produce varied forms of images. It is different if the teacher uses modeled learning. The students are required to draw in accordance with the example that is exemplified, so that the picture will be the same from each student, so that it looks monotonous and less creative. Thus analogy learning can increase creativity in drawing [2].

II. LITERATURE REVIEW

In this literature review, the writer will explain the analogy learning process, and how to develop creativity in drawing.

A. Analogy Learning Process and Drawing Objectives

The influence of cognitive development theories and humanistic approaches is so great on the innovation of teaching and learning processes over the past few decades [1]. Another form of learning in drawing is called Picture and Picture learning [3]. These theories describe learning as a social process built to make meaning by creating relationships between context, experience, culture, emotions and thinking [1]. Guiding students to be able to visually experience their own emotions and thoughts in the form of creative work is important in the purpose of art education (Indonesian National Education Curriculum, 2013). Because the experience of creating art can develop creativity [4]. The main components of visual arts education, in addition to developing practical skills,

are art knowledge and understanding, art interpretation, analysis and assessment [1], and most importantly is the development of creativity (Indonesian National Education Curriculum 2013). Learning that takes place in Indonesian elementary schools today is conventional practice according to the theme and modeled on the teacher. This problem is experienced in learning arts not only in Indonesia, but also in other countries. Direct analogy learning can provide opportunities for each student to process their experiences and visualize their experiences in the form of varied objects according to their diverse experiences.

Most elementary school teachers feel they have enough art knowledge to encourage children's responses, but some elementary school teachers, teaching art pose [1], a problem because some teachers are unsure about their own skills and knowledge. In school and influenced by the above factors make teachers teach conventionally with direct practice does not provide opportunities for students to visualize ideas and ideas according to personal experience. An elementary school teacher has the ability to start discussions, ask questions about his student, thus, it is possible that an elementary school teacher can use the opportunity to talk with students during lessons [1]. This opportunity should be used by the teacher to ask questions about personal experiences to his students. Especially the most memorable experiences, both sad and happy experiences. Those experiences are used as analogies as themes in drawing. In general their experiences have in common that is sad and happy, but the thing that causes sadness and joy for every student has diversity. The varied causes of sad and happy experiences are used as themes in drawing. Because when children's work is based on personal experience and enriched by critical understanding, it will be more meaningful for participants [1].

In Indonesia, children enter primary school at least 7 years old (Indonesian National Education Curriculum, 2013). Education lasts for 6 years, so elementary students aged between 7 to 12 years. Children as young as 7 years old tend to be mostly stiff - their work looks rigid, compared to when under 7 years old [1], this is also experienced by children in Estonia. Most elementary school age children who feel unable to draw cause a decrease in interest and motivation for drawing lessons. To overcome this problem [1] recommends that in learning to use a play approach. Analog learning through storytelling and dialogue about the disclosure of each student's personal experience, then the selection of picture themes according to the most memorable experiences of each student, will be more interesting and enjoyable. Besides that, using narrative method has the power to form identities and relationships between teachers and students [5].

Another learning method of picture and picture is a learning model that uses pictures and is paired / sorted into a logical sequence [3]. This method can also increase students to think logically. This learning includes cooperative learning. Actually this learning form can be used to teach all subjects. Picture and picture learning has been developed since 2012. In its application, the teacher uses picture media as a tool so that

students are more focused and active in learning. The learning outcomes are more fun than conventional methods.

The conventional learning process usually begins with teacher activities directly assigning students the practice of drawing, with steps; The teacher determines the topic and then exemplifies the object drawn so that the results of the drawing are expected to be close to the resemblance to the picture exemplified by the teacher. Such learning does not provide opportunities for students to imagine broadly, and it does not provide opportunities for students' ability to develop visual narrative abilities. In fact, the ability to tell and express opinions as oral and written is important to be developed such as learning in America according to Kim [6], so that it can foster creativity.

B. Developing Drawing Creativity

The image is a product of creative work sourced from the production of ideas or [7]. To produce a creative image requires high creativity. Creativity can be increased through practice and training. Thus the ability of skills, knowledge, expertise, technical skills, intelligence, problem solvers, innovation, is an important domain of creativity to be trained to grow and develop. Creativity has a specific domain [8] and each domain requires specific training as well. Drawing creativity in addition to demanding cognitive creativity also requires motor skills, because drawing skills are required. Practicing cognitive skills can be through analogy learning, because through analogy learning students are trained to skillfully describe their experience ideas to become themes in drawing. Likewise for motor skills, analogy learning facilitates the process of drawing technique training techniques by how to use drawing tools, making lines, shapes, textures, mixing colors, arranging compositions, and composing other drawing elements.

III. METHODS

A. Research Design and Research Objects

The researcher used the action research design that was planned and carried out to clarify aspects of the researchers' own teaching as art teachers and art education lecturers at universities in Indonesia, to find answers to questions about how learning to produce creative images. To find answers to these questions, researchers designed an action research project that referred to several authors [1]. The research subjects were 35 grade IV elementary school students in Indonesia who were on average 11 years old. Students sit in regular classes (not special classes majoring in art) while the data collection process involves the main researcher and assistant.

B. Research Procedure

The Research Stages that the researchers carried out are explained below:

In 2014 in semester 1 researchers practiced analog learning in Class IV SD in 3 meetings. Each meeting is held for 2X40

minutes by teaching analogy learning that aims to produce creative images. For this study, researchers applied analogy learning with the following steps, see pictures of Analog Learning Chart below (figure 1):

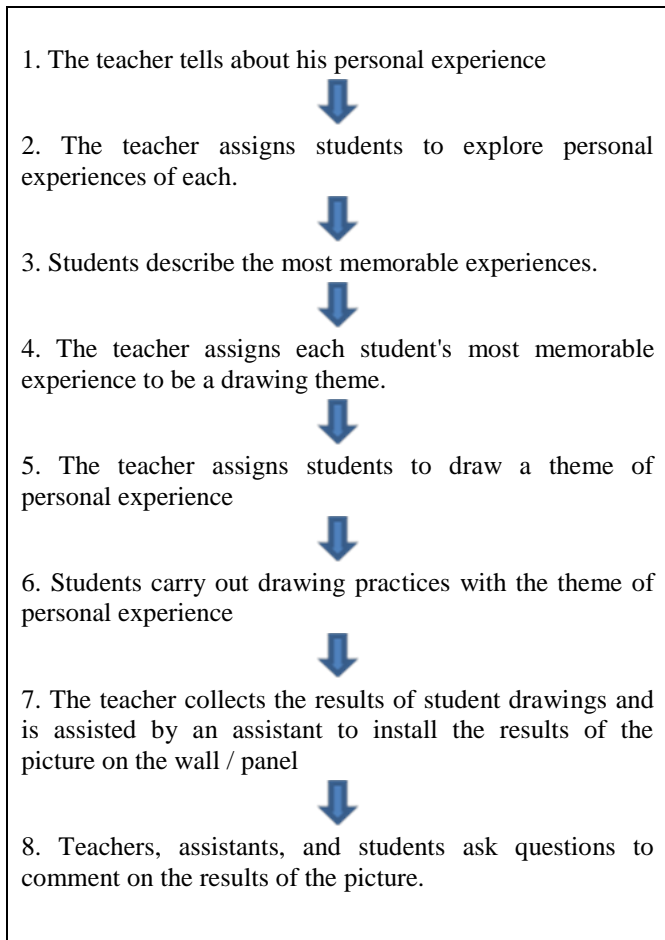


Fig. 1. Analogy learning framework.

C. Data Collection and Analysis

According to Taggart [9], researchers and teachers in action research conduct observations, record all events during the learning process, and assess learning outcomes, and conduct interviews to find out the responses to the work they made. In the research the researcher did focused on the results of the picture as a result of practical learning, because learning practice in art education as an important thing to be studied [10], so the results of student images as the main data, but also by observing notes of things done students during the learning process, and interviews with students to find out the response to the results of his work as supporting data.

The teacher's assistant helped me throughout the lesson and helped me to analyze the results of the pictures and discuss the learning process. He was very petrified researcher, his comments helped to minimize subjectivity and highlight

aspects of the learning process that were independent of the attention of the researcher.

IV. RESULTS AND DISCUSSION

A. Result and Finding

Analogy is part of one of the steps in the Synectic Model: Making Something New [1]. In starting learning, researchers begin by telling stories about the most memorable personal experiences. students are more improved. When the holidays take you to go to the market. One of the things that caught my attention the most was the fruit seller who lined up various types of fruit. Various types of fruit including pineapple, mango, watermelon, banana, orange, and others. At that time, I was confused about what kind of fruit to buy, but there was one fruit of your father's favorite namely manga. Finally, the father bought 3 kg of manga. When I got home, I took one and cleaned the skin and sliced it into a plate and I ate, "oh, it's delicious." Kids, do you like fruit? What fruit do you like the most? Try to imagine the fruit you like most, and imagine the taste. When the expressions of some students appeared, some frowned, scratching their heads, others nodding their heads and some pondering for a moment. A few minutes later there were some students beaming.

Now try to prepare A3 drawing paper, pencil drawings, and make drawings with the most preferred fruit theme. The children looked enthusiastic preparing drawing paper and pencils, then began drawing practice. During the learning process the child seems very enthusiastic and excited. After reaching the time of 2 x 40 minutes their images were collected by the researchers with the help of my assistant. Data Results of student work drawings for example can be observed in the following figures 2 and 3 and table 1 and 2:

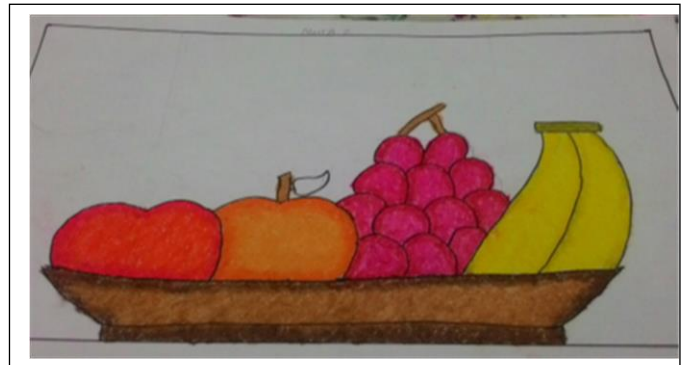


Fig. 2. Example image of students learning outcomes first, image students 1 of 35.

TABLE I. DECRYPT IMAGE (1)

Theme	The most preferred fruits
Media	Colored pencils and ballpoints
Size	A-4
Creation time	2016
Description of the image object	Aapples, grapes, and bananas.
Criteria	Including one of the creative images, because the types of objects and varied colors

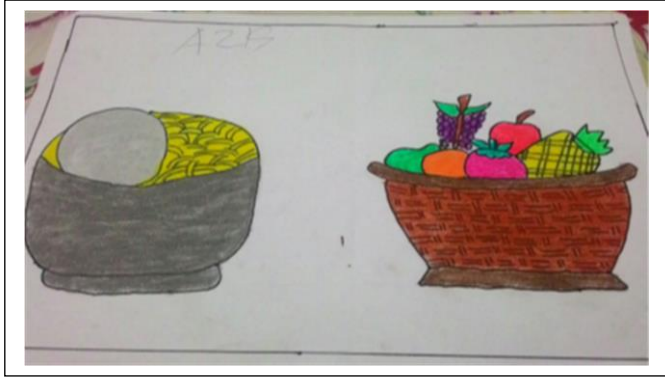


Fig. 3. Example image of student learning outcomes 1st student image out of 35 students.

TABLE II. DECRYPT IMAGE (2)

Theme	The most preferred fruits
Media	Colored pencils and ballpoints
Size	A-4
Creation time	2016
Description of the image object	Baskets, fruits; apples, grapes, pineapples and guavas.
Criteria	Including one of the creative images, because the types of objects and varied colors

Two examples of the results of the two students' drawings, the first and second students' drawings, although with the same theme, are different but the objects drawn are different, and varied.

Data collection techniques that researchers use with interviews after the finished product (photograph interviewing). Proving that the course of learning and their work above, can be captured, that they feel happy but are not satisfied with the results of their drawings.

Second learning is carried out in the same class, the number of students is still the same. The researcher opens the learning by submitting the results of the first learning picture and mentions the value obtained from each picture accompanied by commenting on the strengths and weaknesses of each picture, and explains how to make the drawbacks overcome so that they are better. Continuing the story; "The father left from home to see the natural surroundings. Looks towering mountains, trees and grass green, clear sky sunny, fields and plants spread wide, looks very beautiful. "" Do you also observe the surrounding nature, when leaving from home to school? "The children

answered, "yes sir". "Now remember what you saw all the way from home to school." "Prepare drawing equipment and draw the most interesting natural surroundings according to you saw earlier!" During the learning process children look cheerful and enthusiastic. After the lesson time is up, the results of the drawing are collected by the researcher and assisted by an assistant. So the personal experiences of diverse students can be diverse work ideas as well [13].

Example data from the 2nd analogy learning image (figure 4 and 5 and table 3 and 4):



Fig. 4. Example image of student learning outcomes 2, image students 1 of 35 students.

TABLE III. DECRYPT IMAGE (3)

Theme	Surrounding Nature
Media	Colored pencils and ballpoints
Size	A-4
Creation time	2016
Description of the image object	Sky, mountain, tree, road, flower view.
Criteria	Including one of the creative images, because the types of objects and varied colors



Fig. 5. Example image of students learning outcomes 2, image students 1 of 35 students.

TABLE IV. DECRYPT IMAGE (4)

Theme	Surrounding Nature
Media	Colored pencils and ballpoints
Size	A-4
Creation time	2016
Description of the image object	Clouds, sky, mountains, sea, roads, trees and grassy land
Criteria	Including one of the creative images, because the types of objects and varied colors

The objects drawn are similar to the surrounding nature, but the types and shapes of objects drawn between the third and fourth students look different.

The second learning data collection technique also researchers used interviews after the finished product (photograph interviewing). The question material was the same as the first meeting question, only the students interviewed were different. When researchers ask classified questions about the feelings of following analogy learning they respond to feeling happy. Then asked about the difficulty or not the material taught they answered easily, because it is more free according to their wishes. Listening to the results of the interview, it can be explained that the two students are happy in learning, and there is a growing motivation to draw.

Implementation of the third analogy learning in class and the same number of students with the first and second learning. Beginning with responding to the work of students together by researchers, assistants and students to the results of the second learning picture, after the students' work is placed on the walls of the classroom. Researchers assign students to observe and compare works with one another. "Are the objects drawn the same?" "Same sir, there are sky, trees, grass, rice fields, roads, clouds, sky. "But some are not the same, some don't draw vehicles, some don't draw water". "Yes sir, trees, mountains, the road drawn is also different". "Yes, it appears that some pictures have the same object, but there are also different". "Does every picture have exactly the same type of object and its shape?" "There is no sir, even though the type is the same but the shape is different sir". That's the response that some students made about the results of their drawing. After the response to the work is finished, the teacher shows some pictorial objects. Looked at the monitor screen; tables, chairs, walls of buildings, doors, windows, sheets of cloth, all embellished. "Are they good for children?" "Good sir," they answered. Try to draw an ornamental motif that you think is best, to apply to fabric or decorative motifs to decorate handicraft items.

The students seemed enthusiastic to start preparing equipment for drawing. During the learning hours the image on the screen is not turned off. After learning lasts for 2 x 40 minutes, the results of the images were collected by researchers with the help of assistants. Giving freedom to determine the idea of work can produce original work [12]. Examples of the results of the third analogy learning image can be observed in the following figure 6 and table 5:



Fig. 6. Example image of students learning outcomes 3, image students 1 of 35 students.

Image Students 1 of 35 Students.

TABLE V. DECRYPT IMAGE (5)

Theme	Decorative Motifs
Media	Colored pencils and ballpoints
Size	A-4
Creation time	2016
Description of the image object	Geometric motifs, flora, and fauna.
Criteria	Including one of the creative images, because the types of objects and varied colors



Fig. 7. Example image of students learning outcomes 3, image students 6 out of 35 students.

TABLE VI. DECRYPT IMAGE (6)

Theme	Decorative Motifs
Media	Colored pencils and ballpoints
Size	A-4
Creation time	2016
Description of the image object	Cloud motifs, geometric, flora and fauna.
Criteria	Including one of the creative images, because the types of objects and varied colors

The objects drawn are the same as decorative motifs, but the types and shapes of objects drawn between the fifth and sixth students look different, even with the same theme, showing as creative drawings.

Data collection techniques that researchers use with interviews about learning the third analogy is the same as in the first and second learning, namely by interviews after the finished product (photograph interviewing), with one of the students on learning and the results of his work, it can be concluded that with analogous learning students learn more happy, more enthusiastic. Likewise they become always dissatisfied with the results of their drawings, which gives rise to motivation for drawing and drawing.

Learning analogy is part of the steps of the Synectic learning model using metapora to provoke ideas in creating something [13]. Analogy is very necessary in learning to draw in order to create creative images, because art as one of the many constructions that exist as a means to understand the process of positive adaptation, which includes emotional intelligence, intrapersonal intelligence [14]. Students are lured into experiences to find ideas in drawing. Creativity is a process. According to Amabile [15] creativity-relevant processes (originally called creativity-relevant skills) To create images with varied objects of creativity ability is very important. Because creativity can make new things [7]. Learning begins with telling stories about memorable experiences, or displaying pictures of relevant objects to provoke the same experiences experienced by students, because the arts reflect, communicate and build their own experiences [16]. In the learning process students look enthusiastic and enthusiastic about being involved in learning, and fluently in finding ideas and expressing them visually. Appear from the results of the picture even though the teacher determines the same theme, but the object image results of each student's image looks varied. The learning atmosphere seemed conducive, visible to students actively involved and enthusiastic.

Analogy and Children's Drawing Experience; The results of interviews and observations show that analog learning can increase children's interest and creativity in drawing. They find it easier to make drawings as desired so as to facilitate the drawing process. One subject (Asep) said: "I prefer to determine the shape of the image according to my own desires because I remember what to draw and this makes it easier for me. I'm also not afraid of being wrong when drawing ". Asep, this pseudonym indicates that students have had the experience of 'drawing on the border', which may not have been considered good by many teachers at that time, and now students feel comfortable being free to express themselves in a more relaxed way [1].

In the analogy of learning the three students said that drawing in accordance with perceived experience and freedom to choose objects that are easily drawn is very pleasant. This shows that analogy learning is right to be implemented in teaching drawing in elementary school. With analogy learning,

it causes learning to be more active in involving students and producing images with varied projects.

The knowledge of each individual student is born from the mutual interaction of group members, but on the other hand social knowledge grows and develops as a result of individual experience [1]. Anaogi's teaching fosters creativity by utilizing personal experiences that interact with the environment as ideas in drawing. Personal experiences can be visualized in the form of unique image objects, so as to produce varied images.

Examples of student work that researchers show when observed have a common theme, but vary in the shape of the object being described. This shows that analogy learning can produce various shapes of image objects and show students' increased creative abilities.

Analogy and Image Results; Based on observations researchers can say that analogy learning is very conducive and can actively involve students, and produce varied images. Students' comments and comments on their work as given during the assessment session and the results of the interview are as follows: "Wow, can we draw well?" "I see pictures that are different" "" So it's crowded, yeah. " "Yes, we are free to choose the objects we like, so each of our images according to our pleasure". "Yes, .. yes, ... that's why the images are various". Based on the students' responses I concluded that analogy learning was suitable for teaching drawing in elementary school.

According to Vahter [1] writes that "education is the process of learning how to create yourself". "The learning process in which students are involved and give them the opportunity to make their own choices". Through the assessment and question and answer stages children have the opportunity to be involved in the learning process and assess their own work. In our last class, we held an exhibition with students' work attached, and I asked the following questions:

"Are you the same or different when you learned to draw from my previous teacher?" They answered, "Different sir" .. "What's different, son?" "Studying with my father is not tense sir." "Then what else?" "Drawing is easier, sir". "What do you think about your drawing results?" "Various, lively, good."

In view of the dialogue above, I conclude that the changes I introduced to the class have affected students [30] and based on the data collected I conclude that there has been a change toward more positive both the learning atmosphere and the learning outcomes.

IV. CONCLUSION

Based on planning and implementation through action research, researchers can show that:

Analogy learning can improve students' creative abilities in drawing, proven to produce creative images. One of the characteristics of creative images is that they appear in a variety of forms, and are not monotonous.

The stages presented in the article help researchers and may be able to assist elementary school teachers in planning their lessons; give a good idea in teaching drawing practice so as to produce varied drawing objects in order to increase student creativity, so as to be able to make creative drawings. As in the Indonesian National Education Curriculum, that creativity is one of the most important goals in education in the Indonesian National Education Curriculum in 2013. The analogy learning process requires teachers to be good at telling stories or show relevant images in scaling up students' ideas for drawing with the results of the drawings creative. Furthermore, learning situations that involve students' activeness in drawing learning are needed in order to enhance students' creativity and to imaginatively develop new ideas that are valuable to them. And all students feel happy working on art because art is an inherent and significant human tendency.

Analogy learning can be applied to teach drawing in elementary schools to produce creative images by telling stories about the most memorable experiences or showing pictures that are relevant for drawing ideas to draw, because by telling stories of personal experiences can foster creativity in visual narration.

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