



# Development of Integrated Early Childhood Art Innovations to Improve Artistic Abilities of Group B Children

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**Abstract.** Early childhood education should strive to stimulate, guide, nurture, and provide learning activities for all aspects of development, which includes the artistic aspect, in order to help children in achieving their developmental targets. Related to that, art is an activity that humans do consciously using visual, auditory, reading/writing, or kinesthetic media. An art development program in early childhood education institutes means that there are teachers who understand art development for children, also provide opportunities, places, times, and tools that children can use to explore, express, and appreciate the work of themselves and others in the form of visual, movement, music, drama, and various other fields of art in a pleasant atmosphere. However, the reality of learning in kindergarten, including learning in various art development programs, seems to be given only in the form of explanations and examples, which are then continued with certain themed assignments, causing children to be lazy and bored. Therefore, it is necessary to add new activity models for children's play and learning activities. Also, one solution that can be done to overcome these problems is by conducting research on the development of integrated early childhood art innovations, in order to improve children's artistic abilities.

**Keywords:** Innovation · Integrated Early Childhood Art · Children's Art Field

## 1 Introduction

Early childhood education strives to stimulate, guide, nurture, and provide learning activities that will develop children's abilities and skills. The age of 0–8 years is referred to as the golden age where all aspects of development are optimized, one of which is the physical motor development aspect of children. All aspects of child development are inseparable, and will influence each other. These developmental aspects include religious, moral, socio-emotional, cognitive, physical-motor (including gross motor, fine motor, and physical health), language, and also art aspects. Art is an activity that is consciously carried out by humans using certain media to convey thoughts and feelings to others in the form of visuals, sounds, movements, as well as writing and stories. Jazuli (2014) states that art learning is a process carried out by a person to obtain

changes in attitudes and behavior as a result of artistic experience and interaction with the environment culture.

An art development program in early childhood education institutes means that there are teachers who understand art development for children, also provide opportunities, places, times, and tools that children can use to explore, express, and appreciate the work of themselves and others in the form of visual, movement, music, drama, and various other fields of art in a pleasant atmosphere.

Based on the results of initial observations made by researchers on the learning activities of several kindergartens in Sukun District, Malang City, it shows that: (1) learning activities for children's art development still tend to be carried out based on the bare minimum; (2) in fine arts learning, teachers only teach about drawing and coloring; (3) in dance learning, teachers only teach ordinary children's dances; (4) in music learning, teachers only teach children's songs with instrumental accompaniment that children usually sing; (5) in literature-drama learning, children are only taught to read poetry; (6) learning in various art development programs, seems to be given only in the form of explanations and examples, which are then continued with certain themed assignments, causing children to be lazy and bored. (7) Children need new activity models for their play and learning activities.

The factors causing these problems can be identified as follows: (1) the learning activities used by teachers are still not varied; (2) the learning models and methods used are not interesting; (3) while early childhood prefers art activities with varied techniques. As an alternative solution to the problem, innovative art learning activities are needed to make children interested in doing it, as well as to develop imagination and creative freedom for children.

According to Sa'ud (2014), innovation is a creative choice, arrangement and set of human and new material resources, or the use of unique ways that will result in increased achievement of expected goals. In addition, according to Nurdin (2016), innovation is something new, namely by introducing and carrying out new practices or processes (goods or services) or by adopting new patterns that come from other organizations.

In this day and age, teachers, parents, or other educators and child companions can better utilize existing innovations in helping the development of the artistic aspects of their children. For example, if in the past teachers only explained something using picture media, now teachers can explain using more varied media such as videos, miniatures, and so on. By using more effective and up-to-date media, of course, children can more easily understand and appreciate the teaching given. In addition, the learning process can also be more practical than before.

The results of interviews with several kindergarten teachers in Sukun District, Malang City, Indonesia, stated that: (1) learning activities to develop early childhood art skills through integrated early childhood art innovation learning as a learning and playing activity has never been done in the kindergarten where they teach; (2) teachers agree to develop integrated early childhood art innovations in learning activities to improve children's art skills where they teach. Based on the above background, a development research was conducted with the title "Development of Integrated Early Childhood Art Innovations to Improve Artistic Abilities of Group B Children".

## 2 Methods

This research and development method of integrated early childhood art innovation conducted in two kindergartens around Bandulan Village, Sukun District, Malang City, used the Research & Development (R&D) procedure by Borg and Gall which was modified into seven steps: (1) conducting research and gathering information (literature review, classroom observation, and preparation of a report on the subject matter); (2) planning (defining skills, formulating objectives, and determining teaching sequences); (3) developing the initial product form of the integrated early childhood art innovation house, which will be tested; (4) conducting an initial small group trial conducted in the first Class B, using four subjects; (5) revising the initial product (in accordance with suggestions from the results of the initial small group trial); (6) conducting the main field test with eight subjects in the second Class B; (7) revising the operational product (based on suggestions from the results of the main field test). The data analysis techniques used were qualitative and quantitative analysis techniques in the form of percentages. Qualitative analysis was used to analyze data collection with experts using qualitative data. Quantitative analysis in the form of percentages is used to percentage the results of data collection in initial research (needs analysis from experts), small group trial results, and field trial results (large group).

## 3 Results and Discussion

The product developed in this research and development is an integrated early childhood art innovation which can improve art abilities in early childhood so that children are able to express their feelings through entertaining and educational art activities, or as edutainment in early childhood education institutes. Below is presented data on the results of evaluations from experts, the results of small group trials, and the results of field trials (large groups). The results of the expert review were used as the basis for making initial revisions to the design of the integrated early childhood art innovation product developed.

The review was conducted by two experts, one early childhood learning expert and one early childhood art expert. The experts' review is intended to determine the suitability of the product developed with the needs in the field. The results of the development research based on quantitative data analysis obtained a percentage of 95.83% from early childhood learning experts, and 89.58% from early childhood art experts. In general, the data from the evaluation results according to the experts obtained the following results, Table 1 (Fig. 1).

**Table 1.** Overall Table of Expert Evaluation Results

Evaluation expert	Percentage
Early Childhood Learning Expert	95,83%
Early Childhood Art Expert	89,58%
Data average	92,70%

From the overall data generated by the experts' evaluation, an average percentage of 92.70% was obtained. Based on the eligibility criteria, the integrated early childhood art innovation for early childhood art learning can be said to be very valid or feasible to use (Fig. 2).

The following are the results of small group trial on the initial product, namely the design of integrated early childhood art innovations that can improve early childhood art skills, obtained from the results of observations about the aspects of attractiveness, convenience, and safety of children in activities to carry out integrated early childhood art



**Fig. 1.** Small Group Trial of Integrated Early Childhood Art Innovations, with The Theme of Sailor Profession in Class B, PKK Kindergarten, Sukun District, Malang City.



**Fig. 2.** Small Group Trial of Integrated Early Childhood Art Innovations, with The Theme of Butterflies in Class B, PKK Kindergarten, Bandulan Village, Sukun District, Malang City.



**Fig. 3.** Small Group Trial of Integrated Early Childhood Art Innovations, with The Theme of Hat Clothes in Class B, AGAPE Kindergarten, Bandulan Village, Sukun District, Malang City.

innovations for early childhood art learning. This was guided by the class teachers with the subject of four children in group B PKK Kindergarten, and AGAPE Kindergarten, Bandulan Village, Sukun District, Malang City (Fig. 3).

Based on the overall data from the small group trial results, the average percentage at PKK Kindergarten was 80%, and the average percentage at AGAPE Kindergarten was 84.33%. From the criteria used, it can be said that integrated early childhood art innovations in early childhood art learning are valid or feasible to implement. Thus, it can be said that integrated early childhood art innovations in early childhood art learning are feasible to apply in developing early childhood art skills, and researchers can proceed to the field trial stage (large group). In general, the data from the small group trial results are as shown in Table 2 and Fig. 4.

Based on the overall data from the small group trial results, an average percentage of 82.16% was obtained. From the criteria used, it can be said that the integrated early childhood art innovation in early childhood art learning is valid or feasible to implement. Thus it can be said that integrated early childhood art innovations in early childhood art learning are feasible to apply in developing early childhood art skills, and researchers can proceed to the field trial stage (large group).

The following are the results of field (large group) trial on the initial product, namely the design of integrated early childhood art innovations that can improve early childhood art skills, obtained from the results of observations about the aspects of attractiveness, convenience, and safety of children in activities to carry out integrated early childhood art innovations for early childhood art learning. This was guided by the class teachers with the subject of eight children in group B PKK Kindergarten, and AGAPE Kindergarten, Bandulan Village, Sukun District, Malang City (Figs. 5, 6, 7, 8).

Based on the overall data from the field (large group) trial results, the average percentage at PKK Kindergarten was 93,33%, and the average percentage at AGAPE Kindergarten was 88.66%. From the criteria used, it can be said that integrated early childhood art innovations in early childhood art learning are very valid or feasible to implement.



**Fig. 4.** Small Group Trial of Integrated Early Childhood Art Innovations, with The Theme of Kuda Lumping Traditional Dance in Class B, AGAPE Kindergarten, Bandulan Village, Sukun District, Malang City.

**Table 2.** Recap of Overall Data from Small Group Trial Results at PKK Kindergarten and AGAPE Kindergarten

Evaluation	PKK Kindergarten	AGAPE Kindergarten
Quantity	160	168,66
Percentage	80%	84,33%
Average Quantity		164,33
Average Percentage		82,16%

Thus, it can be said that integrated early childhood art innovations in early childhood art learning are feasible to apply in developing early childhood art skills. In general, the data from the field (large group) trial results are as shown in Table 3.

Based on the overall data from the field (large group) trial results, an average percentage of 90,99% was obtained. From the criteria used, it can be said that the integrated early childhood art innovation in early childhood art learning is very valid or feasible to implement. Thus it can be said that integrated early childhood art innovations in early childhood art learning are feasible to apply in developing early childhood art skills.

This research and development produces several integrated early childhood art innovation products to be utilized in learning, which can develop the artistic abilities of group B children at PKK Kindergarten and AGAPE Kindergarten, Bandulan Village, Sukun District, Malang City, Indonesia. These integrated early childhood art innovation product





**Fig. 5.** Field Trial of Integrated Early Childhood Art Innovations, with The Theme of Sailor Profession in Class B, PKK Kindergarten, Sukun District, Malang City.



**Fig. 6.** Field Trial of Integrated Early Childhood Art Innovations, with The Theme of Butterflies in Class B, PKK Kindergarten, Sukun District, Malang City.

is the development of the previous situation: (1) that in fine arts learning, teachers only teach about drawing and coloring; (2) that in dance learning, teachers only teach ordinary children's dances; (3) in music learning, teachers only teach children's songs with instrumental accompaniment that children usually sing; (4) in literature-drama learning, children are only taught to read poetry.

This innovation also solves the previous problem that the reality of learning in kindergarten, including learning in various art development programs, seems to be given only in the form of explanations and examples, which are then continued with certain themed assignments, causing children to be lazy and bored. This is as mentioned in art learning,



**Fig. 7.** Field Trial of Integrated Early Childhood Art Innovations, with The Theme of Hat Clothes in Class B, AGAPE Kindergarten, Sukun District, Malang City.



**Fig. 8.** Field Trial of Integrated Early Childhood Art Innovations, with The Theme of Kuda Lumping Traditional Dance in Class B, AGAPE Kindergarten, Sukun District, Malang City.

that children need new learning activities for their play activities that are tailored to themes that are close to the child's world. Also in line with Jazuli's opinion quoted by Isnawati (2014), that art learning is a process carried out by a person to obtain changes in attitudes and behavior as a result of artistic experiences and interaction with the environment culture.

Integrated early childhood art innovation learning is designed and created to be applied as a renewal of early childhood games that are attractive and interactive in art learning to develop children's artistic abilities. This is in line with the opinion of Nurdin



**Table 3.** Recap of Overall Data from Field (Large Group) Trial Results at PKK Kindergarten and AGAPE Kindergarten

Evaluation	PKK Kindergarten	AGAPE Kindergarten
Quantity	186,66	177,32
Percentage	93,33%	88,66%
Average Quantity		181,99
Average Percentage		90,99%

(2016), that innovation is something new, namely by introducing and carrying out new practices or processes (goods or services) or by adopting new patterns that come from other organizations.

Integrated early childhood art innovation learning developed to achieve the goal of improving the ability of early childhood art that is creative, and utilizing new learning resources and media, which can improve art abilities in early childhood so that children are able to express their feelings through entertaining and educational art activities, or as ij in early childhood education institutes. This is also in line with the opinion of Sa'ud (2014), that innovation is a creative choice, arrangement and set of human and new material resources, or the use of unique ways that will result in increased achievement of expected goals.

### 4 Conclusion

This development product in the form of integrated early childhood art innovation learning has gone through a long process. The process starts from initial research, then the process of making product designs, until the final product is completed, which requires several revisions from experts (one early childhood learning expert, and one early childhood art material expert) to get the maximum product, small group trials, and field (large group) trials. Based on the results of the initial research, a product design for developing children's art skills in art learning was prepared in the form of integrated early childhood art innovation learning. After the design was evaluated by the experts, the following suggestions were also obtained: (1) From early childhood learning experts, that the application of integrated early childhood art innovation learning needs alternative interesting activities to stimulate various aspects of child development; and (2) From early childhood art material experts, that in learning integrated early childhood art innovation themes need to be adjusted to art activities that can be combined.

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