

# Contribution of Visual Art in Improving Children's Creativity in The Sub-urban Villages of Depok

Happy Indira Dewi<sup>1</sup>, R. Andi Ahmad Gunandi<sup>2</sup>, Zulfitria<sup>3</sup>

<sup>1</sup>Master of Education Technology Program  
University of Muhammadiyah Jakarta  
Tangerang, Indonesia  
Corresponding email: happyvisualart@gmail.com

**Abstract**— The impact of the movement of Jakarta city towards the industrial era 4.0 makes the villages located on the border of Depok and Jakarta experience very rapid social, cultural and economic changes. These changes can crush the existence of the local community if the community is not creative in overcoming these changes. Therefore, children as the nation's embryo need to be equipped with creativity to prepare themselves for these changes. The problem of this research is how big is the creative visual art potential of children who attend public elementary schools in an environment that is undergoing change from villages into cities? This study aims to describe the extent of how deep visual art learning can show the level of creativity of children in the environment. The research method used in this research is descriptive method. The results of this study indicate that visual art learning greatly contributes to the level of creativity of these children. Finally, the research is expected to have implications as a basis for consideration and inspiration for teachers to combine visual art learning with other subjects as an effort to develop children's creativity in all fields.

**Keywords**— *Children; Creativity; Learning; Village and City; Visual Art*

## I. INTRODUCTION

In the 4.0 industrial revolution era, the global economy will depend heavily on the creative industry sector. The dependence of the global community on everyday information technology causes the rapid growth of the creative industry. Data from the United Nations Conference on Trade and Development (UNCTAD) in 2012 showed that the creative industry contributed USD 2,2 trillion or 230 percent more than the value of OPEC oil exports. The Deputy for Research, Education and Development of the Creative Economy Agency in 2016 revealed information that the creative industry had contributed IDR 642 trillion or 7,05% of Indonesia's total gross domestic product and was the fourth largest sector in the absorption of the national workforce. The creative industry has 16 sub-sectors that are growing rapidly in

the period of 2015 – 2019. There are performing arts, fine arts, television and radio, gaming applications, interior design, visual communication design, advertising, music, publishing, photography, product design, fashion, film animation and video, craft, culinary, and architecture [1].

The movement of the Jakarta city towards the 4.0 industrial era resulted in villages located on the border of Depok and Jakarta experienced very rapid social, cultural and economic changes. Parung Bingung, Meruyung and Limo are villages located on the border of Depok and Bogor, West Java. In 1981, the Government established the Depok Administrative City which was inaugurated on March 18, 1982 by the Minister of Home Affairs. Since then, these villages have experienced modernization and rapid changes into cities. The biggest change was a change in the characteristics of settlements. The houses in those areas are mostly inhabited by many people who do not work as farmers. These settlements gathered into one complex with houses that are close together and facing one another and have strict guarding such as security guards. This new settlement characteristic shows that the agricultural sector has fade away, and the villages have turned into cities. Those changes will be able to crush the existence of the local community, if the community is not creative in overcoming these changes.

Children as the embryos of the nation need to be well equipped with creativity to prepare themselves to face the change of the village into a city, and become the formidable next generation. Some creativity experts believe that creativity can be possessed by someone by attending trainings. Creativity training that is given continuously is expected to increase the creativity of children.

Minister of Education and Culture, Muhadjir Effendy mentions the capital that is needed to enter the 21<sup>st</sup> century to get along with 4.0 industry, namely curriculum design to respond to the 4.0 Industrial Revolution era with five competencies in making the standard learning,

that is, critical thinking skills, creative and innovative abilities of the students, communication skills, cooperation and collaboration, and the development of bold and confident characters [2].

One of the provisions to face the 4.0 era is to build children's creative and innovative abilities. Characteristics of students in the city tend to be more creative than the rural ones. Children in the village tend to be raised authoritatively and their creativity is less stimulated. Whereas children in the city are educated more democratically and given the freedom to be creative. The reason is the difference in the level of education of mothers in the city which is higher than the mothers in the village who prioritize academic achievement, ignore and restrict children from doing things that are not related to school [3]. Whereas creativity is one of the potentials that children need to develop from an early age. Every child has their own creativity talents. If a child's creative talent is not honed, the talent will not develop, and become a hidden talent [4].

The media to foster children's creativity can be the two-dimensional media with painting, or three-dimensional activities with sculpting activities, and playing activities with space in their surrounding environment. The attainment of the activity is called visual art. Visual art is art that is developed in the modern era, a combination of fine art with design and craft, divided into pure art (painting, graphic arts, sculpture, and film art) and applied art (architecture, visual communication design, fashion design, and product design) [5].

The characteristics of creative thinking are fluency, flexibility, and originality. Fluency is the speed and ease of generating new creative ideas. Flexibility is ability to see and consider from another perspective, took the old concepts and rearrange them in new ways, and reverse existing ideas. Originality is the core of all creative thinking and represents a person's ability to produce unique, unusual, eccentric ideas. Originality is often the result of a large amount of directed intellectual energy which shows high concentration abilities. To be original, an action to stay away from the norm is needed [6].

Creative thinking can be trained using creative learning strategies. Creative learning strategies can be done by collaborating the concept of transformational ideas into the work of Lie Tjun Tjie, by applying the ability to think convergent and divergent brain, and applying methods to facilitate creative thinking using mind maps, sketches and three study dimensions [7].

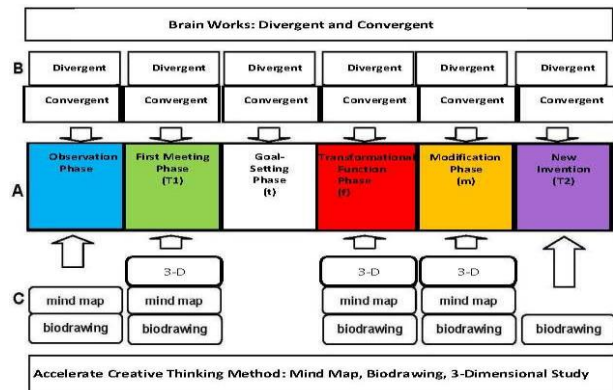


Fig. 1. Concept model of creative thinking as a foundation for creative learning strategies

Furthermore, research in cognitive neuroscience shows that creativity is not merely a genetic heritage, but rather a string of cognitive processes that can be developed in various individuals. There are four behaviors that can bring creativity, those are flexibility of mind (the ability to generate new ideas); flexibility (generating a wide range of new ideas); originality (a unique response to certain situations); and elaboration (expansion of thinking about a particular topic). The four behaviors described by Bloom can trigger and produce creativity [8].

Research on the contribution of visual art learning in improving children's creativity in the suburban villages of Depok is the initial research of the Creative Learning Model for Visual Art of Gifted Children. This study aims to describe the extent of how deep visual art learning can show the level of creativity of children in the environment. The location of the study was in 4 (four) SDNs (Public Elementary Schools) located in the border of Jakarta and Depok, that is, SDN Meruyung, SDN Limo, SDN Parung Bingung I and SDN Parung Bingung II, with the research subjects of 161 students. The object of the research was the contribution of visual art creativity to enhance children's creativity, and the research subjects were the 4<sup>th</sup> graders as many as 161 children from 4 elementary schools located in the border of Depok and Jakarta.

The problem in this research is to find out the potency of creative visual art of children attending Public Elementary Schools in areas that undergoes change from villages to cities by observing and evaluating their work of visual art.

The research method is to analyze the problems using quantitative descriptive method. Data description on the level of visual art creativity includes aspects of completeness, fluency, flexibility, originality, and elaboration. Research measurement used Likert scale.

The level of creativity is seen based on the work produced by children. The stimulus is in the form of assignments to create works of 2 and 3 dimensions visual art freely. The work is then measured based on the 4 (four) aspects. Questionnaires filling used the help of

field assistants who assist students at the research location.

**II. DISCUSSION AND ANALYSIS**

Based on the results of questionnaires distributed to 161 respondents of elementary school students who were used as samples, the results of descriptive quantitative data analysis of children's visual abilities of students who attended school in the suburban villages were obtained. Students are given 2-dimensional stimulus of drawing tools such as drawing paper, colored paper, colored pencils, and crayons. For 3 dimensions, they were given the scissors, glue, colored paper, ice cream sticks, straws and threads. Students are allowed to be creative with the available material. Afterward, the field assistant observed carefully the responses from students in terms of the creativity aspects of the work produced.



Fig. 2. Drawing activity (2-dimensional visual art)



Fig. 3. Form making activity (3-dimensional visual art)

The assessment of creativity was based on creativity aspects seen from the work, including completeness, fluency, flexibility, originality, and elaboration. The completeness aspect means students can produce complete visual art work according to the task request. The fluency aspect is shown in the students' ability to complete visual art work smoothly. The flexibility aspect is fulfilled when the work develops from the example given by the teacher, resulting in a unique product. The original aspect means that visual art works were made independently in class and not from the results of copying other people's work (plagiarism). The elaboration aspect is indicated by students' ability to develop, elaborate, and enrich the initial ideas of the visual art works that they made.

From this research, it is known that learning related to creativity such as visual art learning still has not received great attention, and is only contained in one subject, namely Culture and Skills.

From the result of the observations and statistical tests, it is known from the level of children's creativity is based on the results of the work produced independently including the assessment of aspects of completeness, fluency, flexibility, originality, and elaboration.

The category of children's creativity is high creativity level of 36,64%, medium creativity level of 62,73%, and low creativity level of 0,62% from 161 students from 4 elementary schools located in the border of Depok and Jakarta. Children who have the highest creativity level were 36.64% or as many as 59 children. Children with low creativity level 0.62% is only 1 child. Children with a moderate level of creativity occupied the highest percentage of 62.73% or equals to 101 children. It showed that children who attend school in the border of village and city have creative potency but have not been maximally developed. Children with this moderate category need to get a stimulus in the form of trainings that can improve creativity in producing visual art works in 2 dimensions and 3 dimensions visual art , and visual art space.

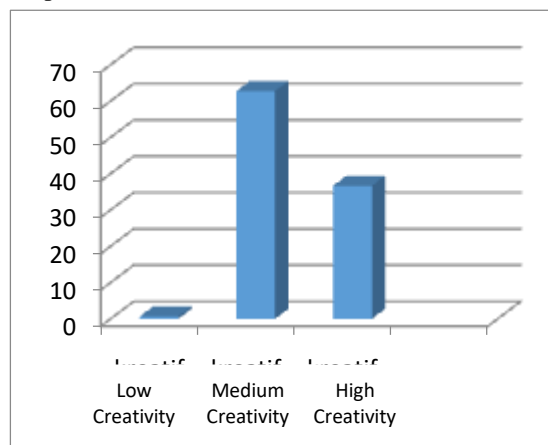


Fig. 4. Creativity level, high level of 6,64%, moderate level of 62,7%, and low level of 0,62% 161 students from 4 Public Elementary Schools

**III. CONCLUSION**

The contribution of visual art learning in improving the creativity of children in the suburban villages is very significant. The answers to research questions is that visual art learning contributed greatly to the level of creativity of the children. Finally, the research is expected to have implications as a basis for consideration and inspiration for teachers to combine visual art learning with other subjects, as an effort to develop children's creativity in all fields.

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