



ANALYSIS OF THE DRAWING STAGES OF CHILDREN AGED 5-6 YEARS

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ABSTRACT

This study aims to describe the stages of drawing work for children aged 5-6 years in the Bakti Ibu Begajah Playgroup, Sukoharjo District, Sukoharjo Regency. Based on the results of observations of children's drawing work put forward by Lowendfeld and Brittam, children aged 5-6 years are included in the pre-drawn period. Judging from the Observation instrument for the stages of drawing eight children aged 5-6 years, there is one child in the fifth stage, one child in the sixth stage, one child in the eighth stage and three children showing the ninth stage, one child in the tenth stage and the last one in the eleventh stage. Most of the children showed the results of the drawing in the nine stages of drawing observation. It was concluded that children's drawing results show different stages of the development of children's drawing with different characteristics and patterns of children aged 5-6 years because they are influenced by several factors such as interests, learning experiences, lifestyle and the environment around the child. By understanding the stages of drawing children, it can make it easier for educators to provide appropriate and directional stimulation to the next drawing stage.

KEY WORDS

Drawing, Early Childhood, Drawing Stages

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INTRODUCTION

Early age is the best time to encourage the development of each individual. Various activities to stimulate development to require knowledge about the development that occurs in early childhood (Talango, 2020, p. 2). The early childhood development phase is very important in human growth and development. The age of early childhood is popularly referred to as the Golden Age which means the golden or prime age (Damayanti et al., 2021, p. 2). In this golden period, children have good sensitivity to receiving stimuli given to improve aspects of child development and potential. This age is the right time to lay the foundation for physical, language, social-emotional, moral, religious, and artistic values development. So that the development of all potential from an early age must begin so that the growth and development of children can be achieved optimally. (Piliani et al., 2019, p. 4) Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikbud) No. 137 of 2014 concerning child development achievement standards (STTPA), 6 aspects of development must be optimized in early childhood. These aspects of development consist of aspects of religious and moral values, physical-motor, cognitive, language, social-emotional, and artistic. (Kemendikbud, 2014) One of the aspects of early childhood development is the Art Aspect.

The artistic aspect is one of the areas of development in the development of young children because developing the artistic aspect in early childhood education is one of the aspects of developing basic abilities that are prepared to increase children's abilities and creativity according to their developmental stages. (Nurwita, 2020, p. 2). Art is a process of channeling oneself through expression and creativity. Art for early childhood as a medium to know and understand the world around them. Today, researchers and teachers agree that the arts should be included in the curriculum from the earliest stages of a child's development. (Nugraheni & Pamungkas, 2022, p. 20). Art development can encourage children's personal development.

The planned contributions are related to providing space for expression, developing creative and imaginative potential, increasing sensitivity to taste, increasing self-awareness, and developing cultural understanding. (Antara, 2015, p. 30). The most important thing in art is finding space for self-expression. Accordingly, art is a medium for every individual to express desires, feelings, and thoughts through various forms of artistic activity to produce joy and satisfaction (Retno, 2020, p. 97). Aspects of Art Development is one aspect of the basic development of early childhood which aims to be the initial stage of developing potential and creativity and channeling early childhood expressions.

Aspects of early childhood development are not limited, one of which is creativity being an aspect of early childhood development. According to (Talango, 2020, p. 10) Creativity is one of the abilities of each

person to actualize himself in the form of behavior, motivation, processes, and results of work, which can improve the quality and welfare of his life. The development of creativity must be carried out from an early age so that one day they can form something new in the future, be it in the form of products in the form of ideas that can be applied to solve problems, or the ability to see elements that already existed before. (Masganti Sit et al. 2016, p28). Activities to stimulate children's creativity include giving children drawing activities. Drawing activities can stimulate children's creativity. Drawing kids know how to create or combine ideas and ideas with different ways of thinking. Drawing activities can be done by giving children motivation, space to support creativity, and freedom to explore their thinking abilities. (Husnu et al., 2020, p. 2)

According to Olivia, a drawing activity is an activity that provides an opportunity for every child to develop their creativity. through ideas that should be poured into visual media to be known later, both based on the object given, the mood (child's mood, feelings) the child's ability to visualize an environment, and circumstances that tend to stimulate the child or attract the child's attention to describe the environment. (Annuar & Febrianti, 2020, p. 2). Drawing in early childhood as a means of expressing inspiration, and ideas and drawing experiences can be believed to have an important role in remembering and retaining vocabulary which is still limited (Aulina, 2017, p. 120). Ade Hensuska (in Sartika Ukar et al., 2020, p.6), through drawing activities, children can carve feelings, convey desires, and tell experiences. Besides that, using drawing activities can train children's creative abilities in drawing activities.

Anik Pamilu explained that drawing activities are the right and suitable vehicle for early childhood to actualize self-expression helping children to explore and increase their imagination and creativity through exploring colors, textures, and shapes with drawing media that is poured at will, free, impulsive, creative, unique, and individual (Sartika Ukar et al., 2020, p. 3). Drawing activities are part of the world of early childhood because they can express skills, creativity, feelings, and knowledge by making various types of pictures according to the stages of their development and children can develop gradually in line with their level of development According to Kartono (in Sari et al., 2020, p.2) this drawing activity is inseparable from what is called interest or will, where this interest cannot be forced to draw something that other people want, it must come of course. by itself "Interest is a desire that arises from within (internal), that someone is interested in something that comes from outside (external), creates a desire to get closer, explore, touch, etc., to get closer. In the Standard Level of Achievement of Child Development (STPPA) aged 5-6 years, indicators on aspects of children's art related to drawing, are Children drawing various kinds of shapes. child's developmental stages and can be integrated into the overall curriculum (Huliyah, 2016, p. 14) adapted to the characteristics of the characteristics and patterns of children's drawings. The stages of development of children's drawing

activities can be seen from the observation of the stages of children's drawing abilities.

We need to know several stages in drawing, to identify patterns or characteristics of children's drawings so that we can determine the stages of drawing children that can provide the right stimulation for children to the next level. This stage is divided into three stages, namely irregular streaks, controlled streaks, and named streaks. Characteristics of the images at the irregular smudging stage are the random shapes of the smudging, smudging without looking at the paper, not being able to smudge in the form of circles, and having high spirits. Controlled smudging appears with the child's ability to find visual control over the scribbles he makes. This is because there is a cooperation between the coordination between visual development and motor development with the repetition of good horizontal, vertical, curved, and even circular strokes. Named smudging is the final stage of smudging. (Siafitri Jayanti, 2022, p. 57).

According to Lowendfeld and Brittain, children experience several stages of art development, namely the smudging stage at the age of 2 to 4 years, the pre-drawing stage. the chart at the age of 4 to 7 years, the chart or schematic stage at the age of 7 to 9 years, the initial realism stage at the age of 9 to 12 years, the pseudo naturalism stage at the age of 12 to 14 years, and the determination stage at the age of 14 to 17 years (Wiranti et al. al., 2021, p. 3). In connection with the stages of children's drawing activities, the aim is to find out the stages of child development and provide the right stimulus for developing children's drawing activities. To continue to develop In drawing activities there are also levels of development of sensitivity that can be used and determined as appropriate coaching for children. (Elinawati yarso et al., 2019, p. 5) Through drawing, children can imply art, creativity, imagination, and motor skills it provides many benefits from drawing.

The Benefits of Drawing According to Ade Hensuska through drawing activities, children can inscribe feelings, express feelings, express desires, and tell experiences. Besides that, drawing activities can also train children's creative abilities. (Sartika Ukar et al., 2021, p. 6). Pamadhi, Sukardi, et al argue that it is useful as a tool to express (express) the contents of the heart, opinions, and ideas. (Sari et al., 2020, p. 2).

According to Mintaraga stated "The benefits of pictures for children, as follows are tools to express (express) their hearts, opinions, and ideas. As a media playing fantasy, imagination, and at the same time sublimation. Shape stimulation when forgetting, or to generate new ideas. Tools explain shape and stimulation. (Annuar & Febrianti, 2020, p. 4)

Given the importance of research related to drawing activities, researchers found articles related to this which were disclosed by (Risdiyanti & Pamungkas, 2022) Drawing makes learning about art and creativity fun and encourages students to actively participate and develop creativity and art learning. The drawing method is an alternative way to teach creativity through art. According to (Loita, 2017) Drawing is an activity that early childhood like. Drawing activities involve various

physical and mental developments.

After experiencing their soul, children draw something they know because of their way of thinking, which is different from the way adults think. The early childhood drawing stage begins with the drawing of scribbles that are irregular and controlled and named scribbles and drawings or paintings by early childhood to be unique, imaginative, honest, straightforward and naive, courageous, also showing spontaneity.

Agree with (Oktafianingsih, Lanta L, 2018) who states that various images were obtained from these 25 works, namely the pattern of development of children's drawings in the streaking period (2-4 years) and the pre-Bagan period (4-7 years) in the streaking period for all children's drawings. The pictures only contain meaningless strokes, namely circles, horizontal, vertical and curved streaks. There are eight children whose ages are in the pre-chart period, but the results of the drawings are still classified in the scratch-out period. In pre-chart, in general, the results of children's drawings begin to form the desired image object, but on average, the mastery of space in children's drawings is still not controlled, and some children have learned to place space in the picture.

The difference between the research that the researcher conducted and the relevant research is that this research analyzes the patterns or characteristics of children's drawings according to the stages of drawing children in more depth with the research subjects children aged 5-6 years and in the research carried out according to the themes/sub-themes that have been determined according to the Implementation Plan Daily Learning (RPPH).

One aspect of child development that is interesting to discuss and research is the development of art with the stages of early childhood drawing activities with children's works that have the characteristics of each child. Drawing activities are part of the world of early childhood because they can express their drawing skills, creativity, feelings, and knowledge by making various types of pictures according to the stages of their development and children can develop gradually in line with their level of development. In the development of early childhood art, there are still phenomena or paradigms of misunderstanding in interpreting drawing activities.

Paradigm errors such as drawing activities still imitate the images exemplified by educators with an adult perspective, this can limit children's creativity in drawing, a lack of encouragement or motivation for children in drawing activities. Children are less interested in quickly feeling bored because when drawing activities children are asked to give colors that must be neat, not allowed to go out of line, colors according to reality such as leaves must be green, clouds must be blue, and so on.

This can limit the child's imagination in expressing themselves naturally according to the child's imagination and creativity. as well as in the assessment criteria for drawing children have not used the child drawing stage instrument. Based on some of the phenomena or problems above, the researcher took the

title analysis of the stages of drawing children aged 5-6 years in the Bakti Ibu Playgroup, with a research focus "How are the stages of drawing works of children aged 5-6 years in the Bakti Ibu Playgroup.

Knowing and understanding the stages of drawing children is used to identify patterns and characteristics of children's drawings so that they can understand the stages of drawing children so that they can provide the right stimulation for children to the next level of drawing stages. Based on the problems and overall preliminary review, the purpose of this study is to describe the stages of drawing children aged 5-6 years in the Bakti Ibu Begajah Playgroup, Sukoharjo District, Sukoharjo Regency.

RESEARCH METHOD

Type and Research Method

Based on the problems and research objectives above, this type of research is using a qualitative descriptive method. According to Amir B and Moh Rasmi (Setiya Rini et al., 2022, p. 3), Descriptive qualitative research provides an overview of the research results produced by describing information obtained in the field. The purpose of qualitative research is to understand the context of the situation by describing in detail and depth the portrait of the situation in the natural context of what happened in the field (Fadli, 2021, p. 2). Qualitative descriptive research is a series of activities to obtain data which is without being there with certain conditions whose results emphasize meaning (R. Sari & Prayogo, 2019, p. 4). Based on the explanation above, this research describes the results of children's drawing work according to the stages of children's drawing results.

Research Site

This research was conducted in the Bakti Ibu Begajah Playgroup, Sukoharjo District, Sukoharjo Regency.

Research Subject

The subjects in this study were 8 (eight) children aged 5-6 years in the Bakti Ibu Begajah Playgroup, Sukoharjo District, Sukoharjo Regency.

Method of Collecting Data

Data collection techniques in this qualitative research are by observing, interviewing, and documenting. Observations were made by observing children's drawing activities and the results of children's drawings in drawing aged 5-6 years. Researchers also conducted unstructured interviews with children regarding their work. Researchers need documentation to complete the data, in this study documentation is in the form of children's drawing work. The collected data will be used to describe and analyze the stages of children's drawing works regarding indicators of the stages of observing children's drawings.

The indicators for children's drawing activities are Drawing Work Results. The stages of drawing development described by Aulina, (2017) in the book Methodology for Early Childhood Fine Motor

Development are described as follows: In the first stage, the initial doodles, random doodles: the doodles still stick together as if the crayons never leave the paper. In the second stage, directed streaks show certain signs, such as repeated lines or dots, which are usually oval, but these signs are not yet connected.

The third stage shows that there are additional oval shapes and added lines and points which are usually lines spreading from the oval shape and the points inside the oval shape. The fourth stage begins to show a large head of dots and lines resembling a face floating on paper. The fifth stage looks like a big head with legs floating on paper. The Sixth Stage is The Visible Stage of Images with Big Heads, and legs with the addition of other body parts, especially such as hands and the initial letters appear in which the letters float like lines. In the seventh stage, the image of the body with the limbs appears. In the eighth stage, the shape of the body appears, with the torso starting to close with the other limbs, and the image is still floating on paper. In the ninth stage, an image of a house that resembles a face appears, and simple objects, such as flowers, but the image is still floating. In the tenth stage, at the very bottom of the paper, it is used as the basic outline of the image object, and the object is placed precisely. In the eleventh stage, The baseline is used to support houses or other objects.

RESULTS AND DISCUSSION

Result

This study will focus on the stages of the work of drawing children aged 5-6 years as many as 8 (eight) children in the Bakti Ibu Begajah Playgroup, Sukoharjo District, Sukoharjo Regency. There are several stages of Drawing Children that can be observed from children's drawings according to the development of children's abilities as follows:



Figure 1. Image results of Bilal, 5 years old.

The results of the work of a child named Bilal at the age of 5 years are seen from the stages of drawing the child is in the eighth stage. It is observed from the results of the image that a body shape appears with the torso covered with other limbs such as hands. Judging from the position of the drawing, the image is still floating on paper.



Figure 2. Image Results of Pamulang Age 5 Years
Image Results from Pamulang Age 5 years, in the image there is a large head with arms and legs and other body parts visible Hands floating on paper. From this analysis Figure, Pamulang is in the sixth stage of observing the results of the drawing.

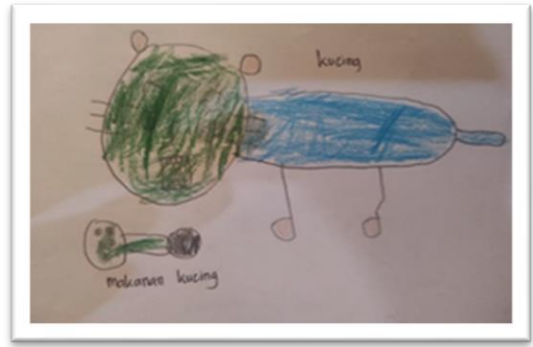


Figure 6. Drawing results of Vio aged 5 years.
Drawing results from Vio at age 5. Drawings with simple objects such as cats and cat food floating on paper. From this analysis, Vio's drawings are in the ninth stage of observing the results of the drawing.



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Figure 4. Drawing results of Zyaki aged 5 years.
Drawing results from Zyaki aged 5 years. In the picture, there is a simple object that resembles the shape of a butterfly floating on paper. From this analysis, Zyaki's picture is in the ninth stage of observing the results of the drawing.

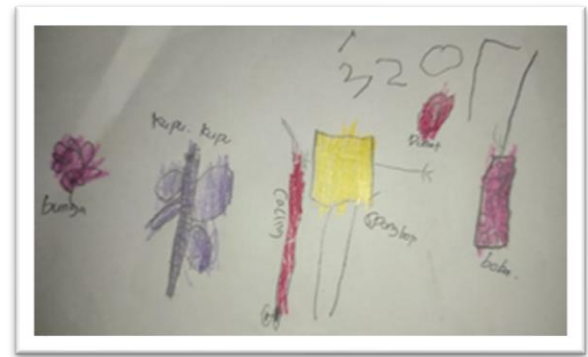


Figure 7.
Image result of Vanesa aged 6 years.

Image results of Vanesa at age 6. There are several simple objects drawn, such as butterflies, flowers, worms, and other objects floating on paper. From this analysis, Vanesa's images are in the ninth stage of observing the results of the drawing.



Figure 5. Image Results of Wisnu aged 5 years
Image Results of Wisnu with Age 5 years, in the image it looks recognizable like the shape of a house and the sun placed above (the sky) and a picture of a fish placed in an aquarium. From this analysis, the image of Wisnu is in the following stages the tenth in the observation of the results of the drawing.



Figure 8, Image Results of Adelia Age 6 Years
Image Results from Adelia with Age 6 years, There are baselines to support several objects such as Trees, Animals, and Plants as well as the placement of objects such as the sun and clouds above (sky) plants, and trees above the baseline, there is a squirrel that lives in a tree. From this analysis, Adelia's drawing is in the eleventh stage of observing the results of the drawing.

DISCUSSION

Based on the analysis of the stages of drawing children's results, each child has different characteristics and drawing patterns. It is supported by the development of children's artistic abilities, which include the development of ideas, and children's

creativity through the way they explain or tell stories, even though some pictures do not match the pictures the child is telling. As mentioned in the results of the Drawing stages research on children on the characteristics and drawing patterns of children aged 5-6 years. From the results of drawing eight children aged 5-6 years there is one child in the fifth stage, one child in the sixth stage, one child in the eighth stage and three children showing the ninth stage, one child in the tenth stage and finally one child in the eleventh stage. Most of the children show the results of the drawing in the ninth stage in observing the children's drawing work. In the pictures, simple objects such as butterflies, flowers, etc. are starting to appear, but the object's location is still floating on the paper. When analyzed with the drawing stages proposed by Lowendfeld and Brittain, children aged 5-6 years are included in the pre-chart period. where children can already draw shapes related to the surrounding environment in this drawing activity with the animal theme according to the RPPH. The child understands that there is a relationship between the shape he is drawing and the shape around him as well as the child with creativity, ideas, and imagination by depicting more than one object in his drawing. This discussion is one way to analyze children's drawing work. The instruments are arranged simply so they are easy to apply and understood.

Based on this research, researchers agree with (Risdiyanti & Pamungkas, 2022) stating that drawing is an alternative way to teach creativity by making art fun and encouraging students to participate actively. In addition, based on research (Oktafianingsih, Lanta L, 2018) states that children aged 4-7 years are in the pre-chart period. During the Prabagan Period, in general, the results of the children's drawings began to form the desired image object, but the average spatial control in the children's drawings was still not controlled. So the results of research on drawing activities at the age of 5-6 years in the Bakti Ibu Playgroup show that drawing activities can encourage children's creativity and ideas and make learning fun for children in determining the stages. right for the next step. This is in line with the opinion of (Elinawati yarso et al., 2019) the stages of children's drawing activities aim to determine the stages of child development and provide the right stimulus in developing children's drawing activities. Based on the results of observations on the results of the drawing work of children aged 5-6 years in the Bakti Ibu playgroup, shows different stages, so analyzing these drawing stages, can make it easier for educators to determine the stages of drawing them to provide appropriate and directed stimulation to the next stage. The results of drawing activities for children aged 5-6 years in the Bakti Ibu Playgroup are different, influenced by several factors such as the child's interest or willingness, the child's learning experience, lifestyle, and the environment around the child.

CONCLUSION

Based on the results of the above research it can be concluded that drawing activities in early childhood are a way to achieve fun aspects of artistic development for

children because children have freedom of expression encouraging creativity, imagination, and ideas. The development of drawing children with the characteristics and drawing patterns of children aged 5-6 years varies because it is influenced by several factors such as interest, learning experience, lifestyle, and the environment around the child. by understanding the stages of drawing children with simple arranged instruments so that it can make it easier for educators to provide appropriate and directional stimulation to the next drawing stage.

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