Assessment of Art Development and Creativity of Children Aged 4-6 Years

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ABSTRACT

Assessment is important and often necessary in various contexts such as in the development of children's art and creativity. The focus of the assessment is on the artistic development of children aged 4-6. In particular, the researchers looked at and measured how much progress the students had made at the PAUD schools studied, namely RA Al-Hidayah, RA Baiturrahman, and TK PGRI. This research is conducted to understand the extent of artistic development in children aged 4-6 in the PAUD schools under study, with a focus on RA Al-Hidayah, Baiturrahman, and TK PGRI. The research studies used in this study used the method quantitative method to analyze and describe as well as disclose facts that occurred in the research location and see how the implementation of arts development assessments in the studied schools. The research subjects are 12 child samples in class B or children aged 5-6 years in RA Al-Hidayah and 10 samples aged 4-5 years in TK PGRI and RA Baiturrahman, totaling 10 samples on children's artistic development assessment. Data collection techniques include interviews, observations, and documentation, while data analysis utilizes interactive data analysis. Based on the calculations, the researcher concludes that overall, children from RA Al-Hidayah, Baiturrahman, and TK PGRI essentially have the same potential, although they possess unique skills and are entitled to develop. The research results indicate that the improvement of children's artistic development in RA Al-Hidayah, Baiturrahman, and TK PGRI can be developed and implemented through methods that support various aspects of children's artistic development, whether through the media used or not.

Keywords: Assessment, Art.

I. INTRODUCTION

According to Law Number 20 of 2003 concerning National Education, the education provided will produce capacity and skills in students. Chapter III Article 3 explains: Early Childhood Education is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development.
so that children are ready for higher education (RI, 2019).

Looking at the process of early childhood development, of course, is not far from the assessment of child development, with the assessment of child development in the learning process, it will be seen the stages of development that have been passed by children who are progressive or not, and the assessment of children’s learning activities also serves to monitor children’s learning progress. Results and continuous improvement of the results (Karta et al., 2022).

The priority of early childhood education is an integrated learning process because children have potential that must be maximized to overcome life’s difficulties in the future. Early childhood education is very important for child development because it becomes the basis for the child’s personality. Children aged 4-6 years experience a period of rapid intellectual growth, known as the golden age (Baiti, 2021). Children are experiencing a period of sensitivity or in accepting various efforts to develop all their current potential. The development of art is the foundation for the further development progress of children.

Art is the result or process of work and human ideas that involve skillful, creative, sensory sensitivity, heart sensitivity, and thinking to produce a work that has the impression of beauty, harmony, artistic value, and others (Nurwita, 2020). According to Huliyah (2016), art is an understanding of aesthetics (beauty) and re-expression of aesthetics in a work of art. Beauty is one of the things that can be felt but is difficult to say in words but can be said with the language of symbols. So beauty is a symbol of objectification (Wasilah, 2022). Looking at the process of early childhood development is certainly not far from the assessment of child development, with the assessment of child development in the learning process, one will be seen the stages of development that have been passed by children who are progressive or not, and the assessment of children’s learning activities also serves to monitor children’s learning progress, results and continuous improvement of results (Karta et al., 2022).

Research conducted by Maghfiroh (2024) entitled "Assessment of the Development of Creativity of Children aged 5-6 Years at Al-Azhar Syifa Budi Kindergarten
Pekanbaru”, in the study it is known that children aged 5-6 years at Al-Azhar Syifa Budi Kindergarten Pekanbaru show progress from encouraging creativity. From the study, it is known that factors that have a role in positive development that occur involve a supportive environment, interaction with peers, and support from teachers.

There is also research conducted by Putri & Mahyuddin (2023) entitled "Implementation of Assessment of Children's Creativity Art Development in Telkom Schools Padang Kindergarten". In the study, it was found that the implementation of the creativity art assessment had a stage in the form of teacher planning to make modules as teaching materials. The assessment techniques are serial photos, checklists, anecdotal notes, and works. The implementation time is carried out during the activity process until it is completed, then the teacher assesses each child. At the end of the semester, the teacher makes a report on the child's development. As for the study, it was mentioned that the obstacles were children's behavior and the number of children was quite a lot. The teacher gives repetition of the same or different activities to children as a follow-up to the results of the assessment given.

As for the research conducted by this researcher, based on the components of early childhood art that are fundamental to developing parts of child development, art will be able to help children's growth and development in art as an educational experience. Art education is one of the variables studied at RA Al-Hidayah, RA Baiturrahman, and TK PGRI. In art, children can also require very high creativity, and also children can do 2 activities accompanied by art such as children can hum or singing while doing something.

Of course, this study is different from previous relevant research where in this study the focus of assessment is on the art development of children aged 4-6 years. In particular, researchers looked at and measured how much progress students in RA Al-Hidayah, RA Baiturrahman, and TK PGRI achieved in this field by small artists through their artwork or when there were simple things that could be done that had elements of art. It also trains the focus children to develop in their artistic talents and helps children socialize and building self-
confidence. At the beginning of children’s lives, art has a very important role, where children like beauty so that fun and joy and art can meet these basic needs (Dyansah, 2020). According to Mayar et al, (2022), art is one of the important things to teach from an early age.

One will be directly involved in the creative process when learning through art so that the child gains artistic and aesthetic experience during the creative process. Early childhood education that incorporates art is expected to help children acquire other types of knowledge besides just using art as a subject. As a result of the thought that learning can be done through art, or other fields (Kusnanto, 2019).

According to Emmanuel Kant in Fallis (2013), art education is rationality and art through beauty, and beauty that can be measured when needed and with the right instruments. Composition, proportion, and significance all reveal the logic of beauty. These three concepts become guidelines for producing works of art. The development of children's art in their golden age can be developed gradually because, in the golden age of children, educators must provide opportunities for children so that their potential functions optimally (Sobandi & Lowenfeld, 2010).

Regarding art, researchers conclude that this explanation highlights the relationship between art education and the aesthetic quality of a work of the creator children can express their thoughts through the work of art through experience, and the right brain and left brain of children can grow well with art teaching.

Art not only focuses on music and motion arts, but also literary arts, theater arts, and fine arts. However, researchers focus on the development of children’s music and movement. The purpose of this study was to discover and explain how art education from an early age can help children’s cognitive, emotional, and psychomotor growth, as well as how it can be used to build concepts for learning other subjects.
Tabel 1.1 Kisi-kisi Instrumen observasi

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek</th>
<th>Indikator</th>
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<tbody>
<tr>
<td>1.</td>
<td>Seni</td>
<td>1. Anak mampu bermain music menggunakan meja</td>
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<td>2. Anak mampu bermain membunyikan suara dengan bertepuk tangan</td>
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<td>3. Anak mampu bermain alat music</td>
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<td>4. Anak mampu bermimpi mengikuti ketukan nada</td>
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<td>5. Anak mampu bermimpi musik menggunakan angklung</td>
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<td>6. Anak mampu membunyikan suara dengan bertepuk tangan</td>
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<td>2.</td>
<td>Gerak</td>
<td>7. Anak mampu menggerakan badan ketika mendengarkan lagu</td>
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<td>8. Anak mampu menggerakan badan ketika mengenal lagu yang di kenalinya</td>
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<td>9. Anak mampu melakukan gerakan senam</td>
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<td>10. Anak mampu menggerakkan badan ketika mendengar musik</td>
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<td>11. Anak mampu menggerakkan tangan, kepala, kaki mengikuti guru ketika senam</td>
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<td>12. Anak mampu menari bersama temannya</td>
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<td>14. Anak mampu mewarnai handuk dengan pensil warna</td>
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<td>15. Anak mampu mewarnai bunga dengan rapi</td>
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<td>17. Anak mampu menggambar ikan dengan menggunakan titik-titik</td>
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<td>18. Anak mampu menggambar dengan angka 2 dengan bebas</td>
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</tbody>
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II. METHOD

The research study used in this study uses quantitative descriptive research methods to analyze describe and reveal facts that occur at the research location and see how the implementation of art development assessment in RA Al-Hidayah, Baiturrahman, and in PGRI Kindergarten which is centered on the research data subjects as many as 12 samples of children in Rombel B or children aged 5-6 years in RA Al-Hidayah and 10 samples aged 4-5 years in PGRI Kindergarten also in RA Baiturrahman with 10 samples on the assessment of children’s art development. The object of this study is to analyze how the development of early childhood art in RA Al-Hidayah, RA Baiturrahman, and TK PGRI. Data was taken by researchers through interviews, observation, and documentation techniques. An interview is a process of obtaining more in-depth information. Researchers use classroom teachers, principals, and parents as informants to obtain the data they expect. Observation is information that can be observed directly in a research item known as the observation method. It takes a long time for researchers and the subjects they use in observation methods to learn to interact socially directly. Records or data are carefully collected and assembled without outside interference. Documentation is information that researchers collect from sources using documentation approaches, such as work programs, minutes, documentation, and witnessed letters. Data collection techniques are taken from documentation. Document as much as necessary to obtain relevant facts through observation.
The interactive data analysis used in this study uses a data analysis model containing steps from Milles and Huberman (Islam et al., 2019) as follows: (1) Data collection (2) Data reduction (3) Data display and (4) Conclusion making. The research instruments used amounted to 1 questionnaire on aspects of art development 4 indicators and 18 statements.

III. RESULT AND DISCUSSION

Based on the results of research through observation, interviews, and analysis have been carried out on an ongoing basis by researchers and it has been found that the development of artistic values is found in students in RA Al-Hidayah and Baiturrahman and PGRI Kindergarten through themes that have been determined or compiled by educators.

Through the researchers' calculations, it is known that the overall results of children from RA Al-Hidayah, Baiturrahman, and TK PGRI have the same potential, despite having unique skills, and are entitled to develop. It is the responsibility of an educator of the institution to identify how his students can be intelligent in terms of intelligence in this situation, especially in the development of art because in essence the child is largely determined by his quality. Therefore, researchers found similarities and differences in the development of early childhood art values, to follow up researchers carried out significant calculation results in the 3 kindergartens studied. Here are the calculation results obtained by researchers:

<table>
<thead>
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<th>Table 1</th>
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<tr>
<td>RA Al-Hidayah</td>
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<td>88,5</td>
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![Figure 1](image1.png)  
![Figure 2](image2.png)  
![Figure 3](image3.png)
The results of the calculations obtained can be seen in the calculation table above that there are similarities in the development of early childhood art. Table 1 gets a result of 88.5 with indicators that focus on music and movement as seen in Table 1, table 3 with the same indicators as Table 1 but has a different result of 82.3. The art value on indicators that are different from tables 1 and 3, namely drawing and coloring early childhood in table 2 has results that are almost close to table 3, which is 82.2.

Based on the results obtained, researchers concluded that the 3 ECDs are known to have almost the same development in terms of the indicators. The activities in ECCE studied have elements of art. Through the results of the research obtained and described above that the improvement of children’s art development in RA Al-Hidayah, Baiturrahman, and TK PGRI can be developed and applied through methods that support aspects of children’s art development, whether through the media used or not. In line with the opinion of Mayar et al (2022) which states that the media used can help students and stimulate children’s minds and willingness to learn.

RA Al-Hidayah, Baiturrahman, and TK PGRI in their institutional programs some superior children develop artistic values, this has been stated by Dewi & Suyanta, (2018) With the help of art habits, children can progressively advance their artistic growth, which is sometimes influenced by their family environment and other ways in the same way. Another way people try to blend in with their environment is through art. As a result, fine art also seems to be a way for man to achieve self-actualization and meet his aesthetic demands (Aryaprastya & Komang, 2011).

The development process in the researchers' review has a very fast development, this is by what has been stated by Hasanah (2018) that early childhood is described as a time when people experience a very fast growth and development process; This is even referred to as a developmental leap. Compared to later years, early childhood offers a very important range because intelligence develops extraordinarily.
From the discussion above, it is clear that researchers want educators to be able to help children develop their potential and include aesthetic sensibilities related to art knowledge. Because art requires attention through observation that occurs in art, children will recall events that have occurred through painting. Children gain a lot of experience and information through art activities, which enhance their growth and talents (Anggraini, 2019).

IV. CONCLUSION

Through the results of the research obtained and described above that the improvement of children’s art development in RA Al-Hidayah, Baiturrahman, and TK PGRI can be developed and applied through methods that support aspects of children’s art development, whether through the media used or not. RA Al-Hidayah, RA Baiturrahman, and TK PGRI in its institutional programs some excellent children develop artistic values, and with the help of artistic habits, children can progressively advance their artistic growth, which is sometimes influenced by their family environment and other ways in the same way.

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