



# Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini

Journal homepage: <https://ejournal.upi.edu/index.php/cakrawaladini>



## Expression of Children's Drawings with Creative Methods Using Animated Video Media

Nurul Hidayah\*, Yayang Furi Furnamasari

Universitas Pendidikan Indonesia, Indonesia

Correspondence: Email: [nurulhidayah@upi.edu](mailto:nurulhidayah@upi.edu)

### ABSTRAK

Children's drawings can be analyzed by the expression of their drawings. The aim is to describe the characteristics of the drawings made. The method used is qualitative design with descriptive methods. The research sample was 15 children aged 6-7 years. This study analyzed the implementation of creative methods, and the expression of the results of the work. The results of the typology most commonly found in the work were mixed types of 12 works, and the results of the analysis of the expression of the work were the most, 13 in the stereo type. The results of the work can be an effective means of understanding the development of children's fine arts and media for teachers in understanding children's perspectives, emotional expressions, motor skills and creativity. This study shows that children's drawings can develop effective learning strategies, understand children's interests and needs. The results are a reference for educators in developing methods, media, and learning models that are in accordance with the results of their work expressions so that they are relevant to children's learning styles. The impact is increasing awareness of the importance of understanding child development through work and improving the quality of education and child care.

### ARTICLE INFO

#### Article History:

Submitted/Received 11 Apr 2025

First Revised 10 May 2025

Accepted 26 May 2025

First Available online 31 May 2025

Publication Date 01 May 2025

#### Keywords:

Animation,  
Children's drawing work,  
Creative process method,  
Expression of artwork.

## 1. INTRODUCTION

Art plays a role in children's development, because the development of art is in line with the growth and development of children's physical and emotional development, children's development will go through several stages along with the development of art. According to Hamka (2023), in the context of children's intelligence, visual-spatial intelligence is one of the important intelligences owned by children, this intelligence is also related to the development of children's fine arts, in this intelligence, children can capture the shape of the object's color precisely. To improve visual spatial intelligence, drawing activities can be done, because it is a creative activity that can express the expression experienced by children (Fasihah & Hidayah, 2024). In several studies, it was revealed that drawing activities carried out by children can increase creativity values. Children's visual intelligence can be seen from the expression of the work of drawing that is made, how he can represent the environment, experience and imagination into the work. Children's drawing expressions are a way to see their visual literacy abilities, during the drawing process, it is necessary to use methods that can stimulate visual literacy and media assistance to maximize the results of the drawings made.

Art in children is an education with the substance of visual intelligence, art is not only a creative expression, but also an accommodation of development needs in cognitive, psychomotor, social, emotional and language knowledge (Telaumbanua, & Bu'ulolo, 2024). Drawing in children can be stimulated using video media with the aim that their work has creative value, the experiences experienced by children in learning experiences in the classroom can influence the results of the drawings made (Prayitno, 2022). When children draw, the goal is not only to create a work, but this activity is used as a medium for storytelling, pouring out expressions and imagination from the experiences and visuals received into the work created. By drawing, children can express their physical and spiritual needs (Ningrum, 2021). Drawings made by children have high originality and spontaneity, because they have their own perspective on the objects they make (Rengganis, 2020). The spontaneity and originality possessed by children can be seen to determine the expression of their drawings, which are related to the characteristics of the development of children's fine arts, for example in a child's drawing that has a tendency towards dimensional expressions. This means that objects that are depicted larger and closer in the picture are considered more important and meaningful in the child's mind. The results of the trend analysis can be used to determine what learning style and learning method is suitable for the child.

Research with the theme of the expression of pictorial works has been studied previously, including the results of research with the result that the work of children aged 6-9 years has objects, types, types and elements of work that are typical according to their age, the advantages of this study are in the discussion of the object of the image from the type and suitability with the development of fine arts, but the weakness of the first problem is that the research sample has a fairly large interval, it is certain that the characteristics obtained in the results of his work have results that tend to be still general (Rengganis, 2020). Other studies are the results of research with a research focus only on color classification in children's works, and are the same as the research that has been carried out with the results of research on elements of fine art and color suitability in PAUD children's artwork (Sari, 2021; Sintowoko, 2021). The advantages of these two studies are that they discuss elements of fine art with portions according to the development of PAUD age, but the weaknesses of these two studies are that the aspects of artistic characteristics and expression of works are not discussed in depth. The novelty of the research conducted with the previous one is the first

focus on the expression of the work, while what has been done focuses on the object of the image, the type of image and the style of depiction, the researcher also used a sample of children with a transition age from kindergarten to elementary school aged 6-7 years, with a narrow age range of 6-7 years so that the results obtained are more specific because the development of children's fine arts based on the periodic period will also be the same, The second method used to stimulate children before drawing is the creative process method with animated video media used as a stimulus media for children before creating. Video media can be used in learning because it has a proportion with a good category with a percentage of 61% -80% (Sabilla *et al.*, 2024).

From the findings of the problem, innovative learning continues to be carried out so that children grow into independent, creative individuals who are ready to face challenges in the future. Teachers have a strategic position in creating an interactive and fun learning environment, for example through storytelling, simple science experiments, educational games, and the use of digital media (Gea, 2025). Therefore, the development of innovative learning methods must continue to be carried out so that children grow into independent, creative individuals who are ready to face challenges in the future. This study aims to describe the results of the analysis of the characteristics of images based on periodization, typology types and expressions of children's images at Sekolah Alam Auliya Kendal, while this study has benefits that can be used as material for compiling models or learning media in schools and can be used as material for further research related to children's images.

## 2. METHODS

The research method used is a qualitative approach with a descriptive research method by describing the research data obtained from the children's drawings that have been analyzed. The researcher chose this method because it can understand the phenomenon in depth, produce rich and detailed data that focuses on subjective experiences so that it can reveal the complexity of the phenomenon by describing and analyzing the data in detail. The method for analyzing and processing data is by first collecting data carried out on the research sample, namely 15 children aged 6-7 years doing drawing activities with the creative process method. The second is the data reduction stage, which is done by abstracting and categorizing the results of children's work using observation guidelines. The third presents descriptive data from the results of data reduction, and the last is drawing conclusions that are verified from all the data that has been collected.

### 2.1 Creative Method Indicators

The application of this creative process method was developed from Wallas' theory, from the syntax of its implementation which is used as an indicator in the stimulus before creating a work. The stages of implementation can be seen in **Table 1** below.

**Table 1.** Stages of Implementing the Creative Process Method

No.	Stages	Implementation
1	Consciousness	The researcher provided video media as a stimulus to the children. The video provided was an animated video with the title "The Story of the Mouse Deer".
2	Preparation	Children are instructed to listen to the information obtained from watching the animated video "The Story of the Mouse Deer" and to explore the information received by the children, through question and answer activities.

3	Incubation	For this stage, ice breaking is provided to relax the mind and foster children's enthusiasm by singing a song with the same theme, namely "Si Kancil Anak Naughty"
4	Illumination	Researchers and children review the content and messages of animated videos through questions and answers and determine which messages should be imitated and avoided.
5	Verification	Researchers prepare the tools and materials used when drawing.
6	Creative action	Children begin to depict the ideas in their minds into drawings.

## 2.2. Indicators of Expression of Children's Drawings

To measure what kind of artistic expression is found in children's work, there are 8 types of artistic expression that are used as indicators in analyzing the results of the work created. The 8 indicators of types of artistic expression can be seen in **Table 2** below.

**Table 2.** Indicators of Expression of Children's Drawings

Expression	Information
Dimensions	There are image objects in children's work that stand out from the other image objects (larger or smaller).
Stereotype	There are picture objects that are made repeatedly and exactly the same.
Ideoplast	The image object appears to have a unique, strange and "appearance" aspect.
Accumulation	Image objects are stacked in front of a plane to characterize the image's perspective as further or closer.
Change	There are image objects that are made out of images that are made with the characteristic of lying down or like sleeping like objects that have been dissected into a net.
Close-close	The depiction of a more distant object is depicted covered by a closer object.
Bird's perspective	The image object is made to appear to be seen from above (the perspective of a flying bird).
Reduction	There is a small depicted object that indicates the object is further away according to the child's view.

## 3. RESULTS AND DISCUSSION

### 3.1. Implementation of Creative Process Method

The initial activity begins with an opening activity to prepare children in concentration and readiness as the initial stage of the creative process method. In this creative method, animated video media is used in one of the stages of learning, because in addition to the method that must be right in learning, the right media must also be used (Magdalena *et al.*, 2021). This stage aims to ensure that the activities carried out will be well digested. After that, enter the first stage of the creative process method according to Wallas' theory, namely the awareness stage (*consciousness*). This awareness stage is carried out by showing the animated video "The Story of Kancil" with a duration of 1 minute 2 seconds. Audio-visual media is one of the evidences of technological progress that can be seen and heard (Gabriela, 2021). Learning with audio-visual media is a form of equipment, method, or technique that functions to convey messages, media to convey learning materials so that it can arouse children's interest and motivation in following the learning process. This media is a tool to assist learning in the form of a combination of images and sounds that are played simultaneously (Rahmatiar, 2023). In video media (audio visual) there are several components that influence the success of learning (Mashudi, *et al.*, 2021). Video acts as a stimulus for children's needs so that it stimulates creative thinking to develop

optimally (Supianti *et al.*, 2023). The obstacle at this stage is that some children ask for animated videos to be played repeatedly, with researchers limiting it to only 2 playbacks.

The next stage is preparation (*preparation*), carried out through a question and answer process regarding the contents of the video being shown, most children can participate actively during the question and answer process. Then the incubation stage (*incubation*), is done by singing the song "Si Kancil Anak Naughty" so that the resulting learning is more enthusiastic. By watching animated videos in learning and playing related to the theme in the video, it is a way to develop children's experience in the field of fine arts (Prayogi & Rakhman, 2024). Then at the illumination level, researchers and children review the animated video through a question and answer process, namely the process of assessing the contents of the video based on things that should be imitated and avoided by children. This is to ensure that the videos that have been watched are understood by children, if the media used for learning is more relevant and interactive, with learning children will directly see and observe and practice ethical decision making when they are going to express their ideas (Abdullah *et al.*, 2025).

After that, at the verification stage (*verification*) children prepare writing tools, drawing tools, and researchers provide paper *Brief Card* (BC) which is A4 in size as a drawing medium. And in the last stage, namely creative action, children pour out creative ideas that have been stimulated through videos into a work of art. They are free to make scribbles of their imagination, which need to be developed appropriately for their interests, talents and intelligence (Larasati *et al.*, 2025). When drawing, children are very enthusiastic about creating works according to their own ideas and imaginations. A very creative work is when the work created has a strong character (personal characteristics) (Nadzirroh, 2022). After the six stages of the creative process method were carried out, the results of all children's drawings were documented and collected for analysis and observation based on the expressions of children's drawings.

### 3.2 Results of Children's Drawing Expressions

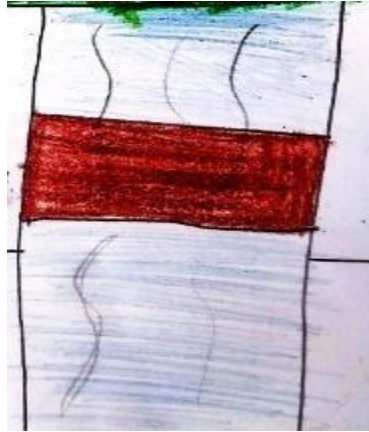
The results of the children's drawings are very diverse, what often appears in the children's work is the type stereotype on 13 artworks. *Stereotype* can also be called the repetition of image objects made in one field, so that there are several shapes that are similar or even the same. This is in line with the opinion of Victor Lowenfeld stating that at the age of chart or 7-9 years old, children tend to have expressions *stereotype* (Hamka, 2023). This is because the child is not yet able to fully describe what is in his mind. An example of a picture of a child who has a stereotypical expression can be seen in **Figure 1**.



**Figure 1.** Results of work with expression type stereotype



Further on the expression of change was obtained from 14 works of children's pictures. *Perebah* means that the object of the picture is made as if it is made to lie down or collapse into or out of a thing or object that is depicted. The object of the picture made by the child seems to collapse or roll over, so it is as if the object is not standing (Rengganis, 2020). The following is an example of a picture of a child showing a confused expression, which can be seen in **Figure 2**.



**Figure 2.** A picture of a child's work with a type of arrangement

Then, in the type of closing type that appears in children's drawings, there are 12 children. Closed closing is an expression of space where one object is depicted as being closed to each other. The closed object is far behind the object, but is depicted as small as in the law of perspective. **Figure 3** below is an example of a picture of a child who has a closed expression.



**Figure 3.** A picture of a child's work with the phrase "close, close"

The results of the expression of the bird perspective type owned by 11 children in the children's drawing work. The bird perspective is a form of image expression whose point of view places itself above the object of the image like the view of a flying bird. The depiction of objects by children is depicted from a top viewpoint, such as from a high place so that the objects displayed in the image are only visible at the top of the object of the image as a sense of perspective (Hamka, 2023). Here is an example of an image that has a bird perspective expression type, which can be seen in **Figure 4**.



**Figure 4.** Image of a work with a bird's perspective expression

Another type of image expression is the stacking that is found in 9 works of art. The closer object that the child wants to depict is drawn at the bottom of the field, as if blocking the object that is on the side and giving the impression of being stacked. While the object that is far away is stored at the top of the field. **Figure 5** below is an example of an image that has a stacking expression.



**Figure 5.** Children's work with expressions of accumulation

Then, as many as 3 people have drawings with dimensional expressions. Dimension is a way of drawing children depicted larger or smaller based on the original size or meaning that is more important and more meaningful to the child. Here is an example of an image that has a dimensional expression, which can be seen in **Figure 6**.



**Figure 6.** Image of a work with dimensional expression

Results for ideoplastic, there are 2 people who have graphic works with expression *sideoplast*. Ideoplastic is a discrepancy between the actual object of the image and what the child describes, either transparent or there are strange images as if they were apparitions in the child's work. Children with this style actually want to describe what they remember, not what they see, and there are limitations in their abilities with ideas so that the resulting images are ideographic. Ideoplastic is the basis for creating invisible and spiritual works of art (Auladana & Mutmainah, 2022). The following is an example of an image that has an ideoplastic expression, which can be observed in **Figure 7**.



**Figure 7.** Children's work with type *ideoplast*

On the indicator of the type of diminutive expression, it is only found in 1 work. Objects that are close in the child's mind are depicted as large and clear, while objects that are far away are depicted as smaller and less clear, but in the emotional meaning of the object that is close is meaningful and that which is far away is less meaningful for the child. In **Figure 8** below is an example of an image that has a small expression.



**Figure 8.** Image of a work with an expression of reduction

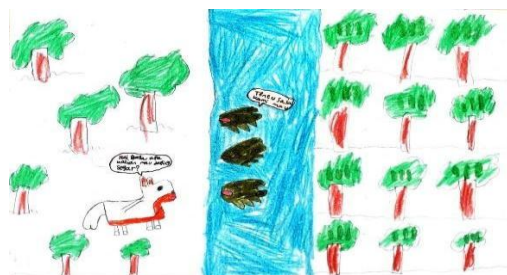
Based on the results of the analysis, all expressions of the work appeared among 15 children's drawings. This is in line with the research. The distinctive characteristics of children's visual drawings are the main characteristic that children's development varies according to the age and competence of the child (Sari, 2021). Like *stereotype*, *ideoplast*, dimensions, and changes. However, the results of the research based on the analysis conducted on 15 children, tend to have more expressions of work *stereotypes*. For the expression of works that mostly tend to *stereotype*.

In addition, researchers also found that there were similarities in the objects drawn and the position of the objects drawn by two children whose desks were sitting side by side. For the image results, with a side by side sitting position, you can compare them in **Figure 9** and **Figure 10** below.





**Figure 9.** Children's work has similarities



**Figure 10.** Similar work results

In addition to the stimulus given, it turns out that the position of the table and seat can also affect the results of the drawings produced by the child. Both children influence each other to produce a drawing. So that the drawings made have images with objects that are almost similar. However, despite the similarity of the results of the drawings, both have their own characteristics in producing a drawing.

Children tend to pay more attention to the similarity of the form of the work created with what was seen before. According to (Lubis, 2022; Prayitno, 2022) the visual type prioritizes what was seen before and depicts real objects found in everyday life. Children who produce visual-type images tend to have good memories. **Figure 11** below are some examples of visual type images, the results of children's drawings with video media clips used as stimuli in learning activities.



**Figure 11.** Comparison of visual and cut results animated video "Kisah si Kancil"

In both images, there are similarities in the composition of objects produced by the child with the animated video that has been shown. The child describes objects in the form of a river, a mouse deer, a crocodile, and several trees. In the animated video, the objects that the child has described are all there, according to the video and there are no additional objects from outside the animated video that has been shown so that the image has a visual type. Drawing activities in early childhood, in addition to developing fine motor skills, are also useful for developing visual perception, cognitive skills, and creative thinking skills (Abdullah *et al.*, 2024).

Then the mixed visual style is a combination of visual type and mixed type (*haptic*). This mixed type tends to emphasize the sense of sight and feeling. The visual type in

children's drawings is characterized by the similarity of shapes and objects produced from the videos shown, while the haptic visual type is characterized by the addition of objects that are not in the video, according to the child's imagination produced. The addition of objects can be from the environment where the child grows up, and according to the child's experience (Nurhayati *et al.*, 2020) This means that in one work of art there are two types of images produced. And for the results of children's drawings that are predominantly mixed-type images according to the results of research conducted by (Rengganis, 2020), which explains the results that the work of children aged 7-9 years is mostly mixed type. What a picture with a mixed type looks like can be seen in **Figure 12** below.



**Figure 12.** Comparison of mixed-type work results with the results screenshot animated video "Kisah si Kancil"

In the picture there are similarities in the objects depicted, namely mouse deer, trees, and grass. This is in accordance with the objects in the animated video so that it can be called a visual type. the use of video media can be a link between the understanding he has with real life (Saragih *et al.*, 2024). However, there are additional objects that are not in the animated video and are depicted by children, namely helicopter and human objects. Helicopters and humans are not in the animated video shown, so it is called a visual haptic type. Because in one work of art there are 2 types at once, it is called a mixed type. The mixed type is the type most commonly found in the works produced. the addition of imaginative objects is the ability to express oneself, through art children can communicate all the ideas they have (Gunada, 2022). This shows that children tend to have almost balanced imagination and visual abilities. The characteristics produced will be more unique and diverse.

#### 4. CONCLUSION

Based the results of the research data conducted, it can be concluded that learning using creative methods using animated video media, was carried out well, the results of student work produced with visual and mixed types and the expression of children's work were good, all indicators were in the pictures made by children. All children were able to complete the work well.

In the research process when playing animated videos, it was not enough to play them once, students could not yet grasp the contents of the video given. The images produced by children were not yet diverse and students were fixated on the theme according to the animated video used to stimulate the creative process. Children were able to make pictures with the addition of objects and the majority fell into the mixed type in visuals, although there were some works that were identical to their friends.

Learning using animated video media successfully provides stimulation to children in creating works and researchers can see the expression of work in the results of children's

drawings, as well as students' visuals in accordance with their artistic development, however this study uses samples that are limited in number and age range, so the results cannot be generalized widely, and limited time and resources so that in-depth analysis has not been carried out. Recommendations for further research are recommended to use a wider sample with a diverse age range, integrate with other models for comprehensive data and develop specific theories and models to improve understanding of this phenomenon.

## 5. AUTHOR'S NOTES

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

## 6. REFERENCES

- Abdullah, M. S., Hanifah. and Sadiyah, E. (2025). The role of digital multimedia in character education at elementary schools. *The Journal of Academic Science*, 2(3). <https://doi.org/10.59613/3tby5722>.
- Abdullah, M., Kairani, M. Z., Amos, F. V., Azis, M. N. A., and Ramlie, M. K. (2024). Learning to draw is learning to see: A comprehensive review of art and design practices in higher education. *Ideology Journal*, 9(1).
- Auladana, H. Q., dan Mutmainah, S. (2022). Analisis makna dalam lukisan karya Mujib Darjo pada pameran tunggal Kinasih. *Jurnal Seni Rupa*, 10(1. a), 1-16.
- Fasihah, A., dan Hidayah, S. W. (2024). Pengaruh pembelajaran seni menggambar terhadap peningkatan konsentrasi pada anak usia dini. *Journal Fascho: Jurnal Penelitian dan Pendidikan Anak Usia Dini*, 2(5), 34-41.
- Gabriela, N. D. P. (2021). The influence of audio visual-based learning media on improving elementary school learning outcomes. *Mahaguru: Journal of Primary School Teacher Education*, 2(1), 104–113. <https://doi.org/10.33487/mgr.v2i1.1750>.
- Gea, A., dan Zega, R. F. W. (2025). Metode pembelajaran kreatif dalam pendidikan anak usia dini. *Khirani: Jurnal Pendidikan Anak Usia Dini*, 3(1), 209-219.
- Gunada, I. W. A. (2022). Concepts, functions and strategies of art learning for early age learners. *Kumarottama: Journal of Early Childhood Education*, 1(2), 109–123. <https://doi.org/10.53977/kumarottama.v1i2.383>
- Hamka, D. W. (2023). Analisis karya gambar siswa sekolah dasar berdasarkan teori perkembangan seni rupa anak Viktor Lowenfeld. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(1), 2220-2232.
- Larasati, N., Kustiawan, U., dan Tirtaningsih, M. T. (2025). Pengaruh kegiatan menggambar ekspresif di luar ruangan terhadap kreativitas anak usia dini. *Jurnal CARE (Children Advisory Research and Education)*, 13(1), 31-40.
- Lubis, N. A. (2022). Meningkatkan kreativitas siswa sekolah dasar melalui karya seni rupa. *Mahaguru: Journal of Primary School Teacher Education*, 3(2), 15–25. <https://doi.org/10.33487/mgr.v3i2.4114>

- Magdalena, I., Shodikoh, A. F., Pebrianti, A. R., Jannah, A. W., dan Susilawati, I. (2021). Pentingnya media pembelajaran untuk meningkatkan minat belajar siswa SDN Meruya Selatan 06 Pagi. *Edisi*, 3(2), 312-325.
- Mashudi, Shodikoh, A. F., Pebrianti, A. R., Jannah A. W., and Susilawati, I. (2021). The use of audio-visual media in improving culinary students' learning outcomes in chicken carcass material. *Journal of Vocational Education* 11(1) 14-23.
- Nadziroh, I. (2022). Kreativitas gambar anak usia 4-8 tahun di sanggar lukis Pakapur Surabaya. *Jurnal Seni Rupa* 10(3).
- Ningrum, N. N. (2021). Art of therapy melalui proses kreatif menggambar untuk anak usia dini di kota Bandung. *Jurnal Penelitian Pendidikan*, 21(2), 80-87.
- Nurhayati, A., Fitria, E., dan Nurfadhillah, S. (2020). peran pembelajaran seni budaya dan prakarya (SBdP) dalam pengembangan kemampuan motorik siswa di SDS Islam Harapan Ibu School. *Nusantara*, 2(3), 426-434.
- Prayitno. (2022). Tipologi gambar anak usia 4-6 tahun. *Jurnal Pendidikan Anak*, 11(2), 130–137.
- Prayogi, R. A. P. (2024). Pembelajaran seni rupa anak usia dini “Metode pembelajaran teori Mona Brookes”. *Eduarts: Jurnal Pendidikan Seni*, 13(3), 68-74.
- Rahmatiar, T. D. (2023). Audio visual-based domar media to improve second-grade elementary school students' listening skills. *Jurnal Pendidikan dan Pengajaran*, 56(3), 614-621.
- Rengganis, I. (2020). Analysis of drawings by elementary school children (characteristics of drawings by children aged 7-9 years). *Pedagogy*, 15(1), 48. <https://doi.org/10.17509/pedagogia.v15i1.6562>.
- Sabilla, C. T., Luthfy, P. A., and Sagala A. C. D. (2024). Development of multimedia-based learning media for recognizing wild animals for early childhood. *Cakrawala Dini: Jurnal Pendidikan Anak Usia Dini*, 15(2) 85-96.
- Saragih, A. A., Suryani, I., dan Sitorus, A. S. (2024). Penggunaan media audio visual dalam menumbuhkan sikap sosial, jujur, dan tanggung jawab untuk anak usia dini. *Aulad: Journal on Early Childhood*, 7(1), 115-122.
- Sari, E. N. P., dan Muhajir, (2021). Analisis lukisan anak-anak PAUD Asy-syafi'iyah Karangpoh Krian, Jawa Timur. *Jurnal Seni Rupa*, 9, 53-64.
- Sintowoko, D. A. W., Zen, A. P., dan Febrian, Y. (2021). Practical learning: Analisis visual pada karya anak-anak. *Brikolase: Jurnal Kajian Teori, Praktik dan Wacana Seni Budaya Rupa*, 13(1), 59-67.
- Supianti, L., & Qalbi, Z. (2023). Tingkat kemampuan berpikir kreatif anak di kelompok b taman kanak-kanak se-kecamatan Sindang Kelingi. *Jurnal Pena Paud*, 4(1), 59-87.
- Telaumbanua, K., & Bu'ulolo, K., (2024). Benefits of fine arts in stimulating creativity in early childhood. *Khirani: Jurnal Pendidikan Anak Usia Dini*, 2(1).