

## Drawing, Cutting, Sticking to Improve Early Childhood Art Skills

Usep Kustiawan<sup>1\*</sup>

<sup>1</sup>State University of Malang, Indonesia

DOI: [10.36347/sjahss.2021.v09i12.007](https://doi.org/10.36347/sjahss.2021.v09i12.007)

| Received: 19.11.2021 | Accepted: 23.12.2021 | Published: 30.12.2021

\*Corresponding author: Usep Kustiawan

### Abstract

### Original Research Article

Art education is given to children with various purposes but all of them are based on the belief that art shapes children's sensitivity in life. Fine art is a branch of art that is created using visual elements and can be appreciated through the senses of the eye. One of the art activities for early childhood can be done through drawing collage techniques or pasting techniques. Drawing collages can be developed using one of the M3 techniques, namely drawing activities that begin with drawing activities, which are then continued by cutting and then continuing with the activity of pasting the work on the prepared media. The purpose of this research and development is to develop collage drawing activities through the Drawing Cut and Stick (M3) technique in terms of attractiveness, convenience and safety in improving the fine arts abilities of early childhood group B according to the type of theme of activities in kindergarten.

**Keywords:** Picture collage, cutting, artistic ability early childhood education.

**Copyright © 2021 The Author(s):** This is an open-access article distributed under the terms of the Creative Commons Attribution **4.0 International License (CC BY-NC 4.0)** which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

## INTRODUCTION

Early Childhood Education (PAUD) should provide efforts to stimulate, guide, nurture, and provide learning activities for all aspects of development towards maturity. All aspects of child development cannot be separated, these aspects influence each other. Aspects of development in children include religious and moral values, socio-emotional, cognitive, physical-motor development, language aspects, and artistic aspects.

Art education is given to children for various purposes but all of them are based on the belief that art shapes children's sensitivity from the first time they experience it as a basic form of expression (expression) and as a response (appreciation) for and in life. One of the art branches developed in PAUD institutions is the fine arts. Fine art is a branch of art created by using visual elements or elements and can be appreciated through the senses of the eye. The visual element is everything tangible (concrete) so that it can be seen, lived through the senses of the eye. According to Ude (2020), fine art is an art that seeks to display the value of beauty in the form of works that can be seen, touched, felt and enjoyed. Meanwhile, according to Rofian (2017), art education is one of the efforts to develop and introduce oneself and be able to recognize and develop children's skills and creativity in working

in the field of fine arts. One of the art learning activities that are often carried out in PAUD institutions is drawing. According to Fauzi, E.R. (2019) the definition of drawing, in general, is the activity of incising pencils or dyes on paper media. While the specific understanding, drawing is the activities of forming images, using a large selection of techniques and tools by making certain marks on the surface of the media by processing the strokes of the drawing tools. Image is a two-dimensional work of art that serves to explain or; train motor intelligence, encourage visual analysis, as a medium of expression, improve memory, help build concentration, develop communication skills, overcome mental disorders or trauma, and train patience. While the benefits of drawing, according to Sari (2020), explains that the activity is to explain something. The benefits of drawing according to Fadli (2021) include drawing is a tool that is considered appropriate and appropriate for children at the age of kindergarten as an effort to be able to actualize, help for the development and improvement of a child's creativity and imagination with the activity of doing activities. exploration of colour, shape, and texture with the media for drawing, children can express as they please, freely, spontaneously, and have their uniqueness.

Drawing activities for early childhood are not only done using the usual technique, namely scratching, but there are also many alternative techniques outside of

being scratched, including cutting and sticking techniques. According to Sumantri (2005), cutting is cutting various kinds of paper or other materials by following certain grooves, lines or shapes. The benefits of cutting for early childhood according to Agustin, N. F. (2018) include; develop fine motor skills and muscle strength of the fingers and hands; improving self-confidence, ability to be patient, thoroughness and concentration and creativity of children; and introducing various forms and concepts. Activities that can improve children's art skills other than drawing are sticking activities. According to Ridwan (2019), sticking activities are one of the activities that attract children's interest because it is related to putting and glueing things as they please. By increasing the interest of early childhood, it is expected to create new things in learning. This glueing activity is usually carried out after the cutting process. Sticking and cutting are followed by patterns or shapes that already exist or are drawn before.

Based on the results of preliminary observations made by researchers on learning activities in several kindergartens in Sukun District, Malang City, it shows that: (1) learning activities for children's fine arts development that are carried out still tend to be modest; (2) the teacher only teaches drawing and colouring by showing examples of two-dimensional images that are small, causing children to be lazy and bored to see the images shown by the teacher; (3) children need new learning activities for their playing activities and; (4) learning for various early childhood development programs, including artist development, seems to only be given an explanation and an example, then the child is given tasks according to a certain theme.

The emergence of the symptoms above can be identified that several factors are causing the following problems, namely (1) the learning activities used by the teacher are still not varied; (2) the learning models and methods are less attractive; (3) and early childhood prefer learning to work with various techniques. As an alternative to solving problems, drawing activities with varied techniques are needed, namely the Drawing Cutting Stick (M3) technique which makes children interested in doing so and can develop imagination and creative freedom for children.

The results of interviews with several kindergarten teachers in the Sukun District, Malang City stated that: (1) learning activities to develop early childhood fine arts skills through drawing collages with the Drawing Cut and Stick (M3) technique as a learning and playing activity had never been done in the kindergarten where they teaching, (2) teachers agree that collage drawing activities with the Drawing Cut and Stick (M3) technique are developed in learning activities to improve children's art skills in the places

where they teach. Based on the above background, researchers are encouraged to conduct development research with the title "Development of Collage Drawing through Cutting and Sticking Drawing Techniques (M3) to Improve Fine Art Skills for Early Childhood Group B"

The purpose of this research and development is to develop collage drawing activities through the Drawing Cut and Stick (M3) technique in improving the fine arts abilities of early childhood group B according to the type of activity theme in kindergarten. Meanwhile, specifically, the objectives of this development research are 1) To find out the feasibility in terms of attractiveness; 2) To find out the feasibility in terms of convenience; 3) To find out the feasibility in terms of the safety of the Drawing Cutting Sticking (M3) technique.

## METHOD

The research method was carried out in the development of collage drawing through the Drawing Cut and Stick (M3) technique in improving the fine arts skills of early childhood group B using the Dick & Carey model. The learning system model developed by Dick & Carey has 10 steps as follows: 1) Analysis of Needs and Goals (Identify Instructional Goal(s). The activities carried out in this needs and objective analysis are observations of kindergarten children and interviews with kindergarten class teachers in Cluster 9, Sukun Subdistrict, Malang City, 2) Conducting Conduct Instructional Analysis. The next step is to analyze learning by introducing collage drawing activities with the M3 technique; 3) Analysis of Learners and Contexts (Analyze Learners and Contexts) Analysis of learners and contexts is the beginning of the learners' background, namely learning to draw collages can be done individually or in groups; 4) Formulating the Write Performance Objectives. The objective of developing a collage drawing using the Drawing Cut and Stick (M3) technique to improve children's art skills; 5) Develop Instruments (Develop Assessment Instruments). Creating validation and trial assessment instruments to be tested by the validator and the assessment results from group trials; 6) Develop Instructional Strategy (Develop Instructional Strategy). Developing instructional strategies, researchers carry out strategies for learning to draw collage. Children will play using the items, materials, media, and tools provided. 7) Develop and Select Instructional Materials (Develop and Select Instructional Materials). The product developed is in the form of collage drawing activities in the selection of learning materials; determine researchers themes and sub-themes as well as learning activities; 8) Designing and Conducting Formative Evaluation (Design and Conduct Formative Evaluation Instructional) This stage includes two validation experts, namely validation of AUD learning experts and validation of fine arts experts as well as

group trials. Analyzing the results of observations and interviews, analyzing each validation by experts and group trials. 9) Perform Instructional Revision (Revise Instruction). The next step is to revise the collage drawing activity with the M3 technique from the results of small group trials and assessments from AUD learning expert validators and fine arts experts; 10) Design and Conduct Summative Evaluation (Design and Conduct Summative Evaluation). Designing learning activities in the form of drawing collages with the Drawing Cutting and Sticking technique (M3) according to the themes of the learning activities after that apply them in group B.

The types of data used in this study are qualitative data and quantitative data. Qualitative data is data from various expert reviews in the form of suggestions, input, and interviews with teachers. Quantitative data were obtained from preliminary research (needs analysis from experts) to determine the percentage of product requirements to be developed as well as from small group trial data and field trials (large group).

The data analysis techniques used in this research and development as well as the evaluation of

the experts for the trials are qualitative and quantitative in the form of percentages; 1) Qualitative analysis is used to analyze data collection from experts using qualitative data. Data were obtained from early childhood learning experts, and art experts in the form of suggestions and input used to revise product designs; 2) Quantitative analysis in the form of percentages are used to percentage the results of data collection in the initial research (needs analysis from experts), the results of small group trials and the results of field trials (large groups).

## RESULTS AND DISCUSSION

### Results

The results of development research based on quantitative data analysis obtained a percentage of 87.5% from early childhood learning experts, and 85% from art experts, with an overall result of 86.25%. Based on the eligibility criteria, it can be said that the collage drawing activity with the Drawing Cut and Stick (M3) technique is appropriate to be used in developing children's art skills. In general, the data from the evaluation according to the experts obtained the following results:

**Table of Overall Data from the Evaluation Results of the Experts**

No.	Evaluation Experts	Percentage
1.	Early Childhood Learning Experts	87.5%
2.	Early Childhood Fine Arts Experts	85%
	Average	86.25%

From the overall data from the expert evaluation results obtained an average percentage of 86.25%, based on the eligibility criteria in Chapter III, drawing collages through the Drawing Cut and Stick (M3) technique to improve early childhood art skills can be said to be very valid or feasible to use.

The results of a small group trial on the initial product of collage images through the Drawing Cut and Stick (M3) technique to improve early childhood art

skills were obtained from observations about the attractiveness, convenience, and safety aspects of children in activities using collage images through the Drawing Cut and Stick technique ( M3) conducted by class teachers with subjects 2 - 3 children in group B TK PKK, TK AGAPE, TK PLUS KIDS, Bandulan village, Sukun sub-district, Malang city.

Small-Group Trial Results:



*Drawing Cut and Stick from TK PKK, TK AGAPE, TK PLUS KIDZ Kindergarten.*

**Table of Overall Data Recap of Small Group Trial Drawing Collage through Drawing Cutting and Sticking Techniques (M3) in PKK Kindergarten, AGAPE Kindergarten, PLUS KIDS Kindergarten, Bandulan Village, Sukun Subdistrict, Malang**

No.	Evaluation TK PKK AGAPE PLUS KIDS Amount	Average
1.	Attractiveness 100% 80% 100% 280	93,33%
2.	Easiness 80% 80% 100% 260	86,66%
3.	Safety 80% 80% 80% 240	80%
	Total	259,99
	Average	86,66%

Based on the overall data from the small group trial of collage drawing activities through the Drawing Cut and Stick (M3) technique at PKK Kindergarten, AGAPE Kindergarten, PLUS KIDS Kindergarten, Bandulan Subdistrict, Sukun Subdistrict, Malang City, related to the attractiveness aspect, 93.33% of children were very interested in doing this activity. collage drawing activities through the Cutting and Sticking Drawing technique (M3), related to the aspect of convenience, a percentage of 86.66% of children were easy in carrying out collage drawing activities through the Cut and Stick Drawing technique (M3), and related to the safety aspect, 80% of children were safe in carrying out collage drawing activities through the Drawing Cut and Stick (M3) technique.

Based on the overall data from the small group trial, an average of 86.66% was obtained and according

to the criteria used, it can be said that drawing collages through the Drawing Cut and Stick (M3) technique is very valid or feasible to use. Thus, it can be said that drawing collages through the Drawing Cut and Stick (M3) technique is very suitable to be used to develop early childhood art skills and researchers can proceed to the field trial stage (large group).

The next stage is the field trial phase (large group) with subjects 3-6 children in group B TK PKK, TK AGAPE, TK PLUS KIDS Bandulan, Sukun sub-district, Malang city. The results of the field trial (large group) were obtained from the average of observations related to aspects of the ease, attractiveness, and safety of children in the use of learning media made from flannel dolls by class B teachers.

*Field Trial Results (Large Group):*



*Draw Cut and Stick PKK kindergarten, AGAPE kindergarten, PLUS KIDZ kindergarten.*

**Overall Recap of Field Trial Result Data (Large Group) Drawing Collage through Drawing Cutting and Sticking Techniques (M3) in PKK Kindergarten, AGAPE Kindergarten, PLUS KIDS Kindergarten, Bandulan Village, Sukun Subdistrict, Malang City**

No.	Evaluation PKK Kindergarten AGAPE PLUS KIDS Amount	Average
1.	Attractiveness 100% 80% 100% 280	93,33%
2.	Easiness 80% 100% 80% 260	86,66%
3.	Safety 60% 100% 100% 260	86,66%
	Total	266,65
	Average	88,88%

Based on the overall data from the field trial (large group) of collage drawing activities through the Drawing Cut and Stick (M3) technique in PKK Kindergarten, AGAPE Kindergarten, PLUS KIDS Kindergarten, Bandulan Village, Sukun Subdistrict, Malang City, related to attractiveness aspects, the percentage of children is 93.33% very interested in

doing types of collage drawing activities through the Cutting and Sticking Drawing technique (M3), related to the convenience aspect, a percentage of 86.66% of children were easy to carry out collage drawing activities through the Cut and Stick Drawing technique (M3) and related to the safety aspect, the percentage obtained was 86.66% of children are safe in carrying



out activities such as drawing collages through the Drawing Cutting and Sticking technique (M3).

Based on the overall data from the field trial (large group) obtained an average of 88.88% and according to the criteria used, it can be said that drawing collages through the Drawing Cut and Stick (M3) technique is very valid or feasible to use. Thus, it can be said that drawing collages through the Drawing Cut and Stick (M3) technique is very suitable to be used to develop fine arts skills for early childhood.

## DISCUSSION

This research and development, in collage images resulting from creative activities through the Drawing Cut and Stick (M3) technique in improving the fine arts abilities of early childhood group B according to the type of activity theme in group B TK PKK, TK AGAPE, TK PLUS KIDS, Bandulan sub-district, Sub-district Breadfruit city of Malang.

The results of the validation data analysis from early childhood learning experts obtained a percentage of 87.5% and it can be said that the collage drawing activity with the Drawing Cut and Stick (M3) technique is very suitable to be used in developing children's art skills. Based on the distribution of questionnaires given to early childhood learning experts, there are no suggestions for product revisions, only inputs are obtained, namely: that the activity of drawing collage with the Drawing Cutting Sticking (M3) technique can trigger the emergence of creativity in children, it can also stimulate various aspects of development such as art, fine motor, language, cognitive, and emotional interest for children.

The results of the validation data analysis from visual arts experts obtained a percentage of 85% and it can be said that the activities of the types of collage drawing with the Drawing Cut and Stick (M3) technique are suitable for use in developing children's art skills. Based on the distribution of questionnaires given to art experts, suggestions were also not obtained but in the form of input, namely: drawing collage work activities to develop children's art at the age of 4-6 with the Drawing Cutting and Sticking technique (M3) very petrifying creativity and motor development of children at an early age, thereby enhancing the ability of the fine arts. The validation results from these two experts are in line with Agustin's opinion (2018) that cutting can develop fine motor skills and finger and hand muscle strength; improve self-confidence, ability to be patient, thoroughness and concentration and creativity of children; and introduce various forms and concepts.

The results of the analysis of small group trial data in the development of collage drawing activities with the Drawing Cut and Stick (M3) technique in PKK Kindergarten, AGAPE Kindergarten, PLUS KIDS Kindergarten, Bandulan Village, Sukun Subdistrict,

Malang City, related to the attractiveness aspect, obtained a percentage of 93.33% of children who are very interested in doing this activity. collage drawing activities through the Cutting and Sticking Drawing technique (M3), related to the aspect of convenience, a percentage of 86.66% of children was very easy to carry out collage drawing activities through the Cut and Stick Drawing technique (M3) and related to the safety aspect, 80% of children were safe in carrying out collage drawing activities through the Drawing Cut and Stick (M3) technique. Based on the overall data from the small group trial, an average percentage of 86.66% was obtained, from the criteria used, it can be said that the collage drawing activity through the Drawing Cut and Stick (M3) technique is very valid or suitable to be used to develop early childhood art skills. From this description, it can be concluded that the collage drawing activity through the Drawing Cut and Stick (M3) technique can be used to develop early childhood art skills.

From the results of small group trials that have been carried out in Class B1 at PKK Kindergarten, AGAPE Kindergarten, PLUS KIDS Kindergarten, Bandulan Village, Sukun Subdistrict, Malang City, several suggestions must be considered, namely; on cutting activities to make each material more interesting according to the child's age abilities; and need supervision in the use of scissors.

The results of the analysis of field trial data (large groups) in the development of learning media for clothing pattern design in PKK Kindergarten, AGAPE Kindergarten, PLUS KIDS Kindergarten, Bandulan Village, Sukun Subdistrict, Malang City, related to attractiveness aspects, obtained a percentage of 93.33% of children very interested in drawing collage activities through the Cutting and Sticking Drawing technique (M3), related to the aspect of convenience, a percentage of 86.66% of children found it easy to do collage drawing activities through the Cutting and Sticking Drawing technique (M3), and related to the safety aspect, a percentage of 86.66% of children was safe in carrying out activities. draw a collage through the Drawing Cut and Stick (M3) technique. Based on the overall data from the field trial (large group) obtained an average percentage of 88.88%, from the criteria, used, it can be said that the collage drawing activity through the Drawing Cut and Stick (M3) technique is very valid or suitable to be used to develop fine art skills. early childhood.

From this description, it can be concluded that the collage drawing activity through the Drawing Cut and Stick (M3) technique can be used to develop art skills for early childhood.

The results of the analysis of small group trials and field trials (large groups) are in line with Fadli's

opinion (2021) that drawing activities are useful in training motor intelligence, encouraging visual analysis, as a medium of expression, improving memory, helping build concentration, developing communication skills, overcoming mental disorders or trauma, as well as practising patience.

## CONCLUSIONS AND SUGGESTIONS

### CONCLUSION

The results of development research based on quantitative data analysis obtained a percentage of 87.5% from early childhood learning experts, and 85% from art experts, with an overall result of 86.25%. Based on the eligibility criteria, it can be said that the collage drawing activity with the Drawing Cut and Stick (M3) technique is appropriate to be used in developing children's art skills.

The conclusions specifically according to the specific objectives of this study are as follows: (1) The attractiveness aspect of the small group trial results obtained a percentage of 93.33%; the results of the field trial (large group) obtained a percentage of 93.33% of children who were very interested in doing collage drawing activities through the Drawing Cut and Stick (M3) technique. From this description, it can be concluded that the collage drawing activity through the Drawing Cut and Stick (M3) technique is very interesting for children; (2) The ease aspect of the small group trial results obtained a percentage of 86.66%; the results of the field trial (large group) obtained a percentage of 86.66% of children easily doing collage drawing activities through the Drawing Cut and Stick (M3) technique. From this description, it can be concluded that the collage drawing activity through the Drawing Cut and Stick (M3) technique is easy for children to do; (3) The safety aspect of the small group trial results obtained a percentage of 80%; the results of the field trial (large group) obtained a percentage of 86.66% of children safe in doing collage drawing activities through the Drawing Cutting Sticking (M3) technique. From this description, it can be concluded that the activity of drawing collage through the Drawing Cut and Stick (M3) technique is safe for children to do. In general, it can be concluded that the collage drawing activity through the Drawing Cut and Stick (M3) technique is very interesting, easy, and safe to develop the fine arts skills of early childhood group B.

### SUGGESTION

Based on the conclusions, several suggestions were put forward from the researchers with the activity of drawing collage through the Drawing Cutting Sticking (M3) technique that was developed. The suggestions put forward include: 1) Its use needs to take into account the situation, age, and level of child development. These results are intended for children in group B in 3 kindergartens, namely TK PKK, TK AGAPE, TK PLUS KIDS, Bandulan village, Sukun

sub-district, Malang city, but the results of this development can be used in other schools according to the sub-theme presented and can be applied in class. the lower with the level of difficulty that is adjusted to the level of development of the child; 2) Dissemination of Suggestions; Before it is disseminated, it is better if the activity of drawing collage through the Drawing Cut and Stick (M3) technique in improving the fine arts abilities of early childhood group B is re-evaluated and tested for its effectiveness; 3) Suggestions for Further Development; a. For early childhood education institutions, other types of collage drawing work activities can be developed through the Drawing Cut and Stick (M3) technique that is following the characteristics and level of child development; b. For teachers or educators, it should be used as a play activity in teaching and learning activities in the form of games that are interesting, easy, and safe for children, and follow the characteristics of early childhood. The results of this development are only until the compilation of collage drawing activities through the Drawing Cut and Stick (M3) technique by examining the attractiveness, convenience and safety of children when carrying out playing activities in drawing learning to develop the fine arts abilities of children aged 5-6 years, not reaching the level of study. Effectiveness was developed so that further research can be carried out at assessing the effectiveness of the application of collage drawing activities through the Drawing Cut and Stick (M3) technique to develop early childhood art skills.

### REFERENCES

- Akbar, S. A. (2013). *Instrumen Perangkat Pembelajaran*. Bandung: PT.Remaja Rosdakarya Offset.
- Ardhana, W. (2002). *Konsep Penelitian Pengembangan Dalam Bidang Pendidikan dan Pembelajaran*. Makalah disajikan dalam Lokakarya Nasional Angkatan II Metodologi Penelitian Pengembangan Bidang Pendidikan dan Pembelajaran, Jurusan FIK UM, Malang, 22-24 Maret.
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Ed Revisi VI. Jakarta: PT Rineka Cipta.
- Arikunto, S. (2002). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Arsyad, A. (2009). *Media Pembelajaran*. Jakarta: Rajawali Press.
- Asmawai, L. (2008). *Pengelolaan Kegiatan Pengembangan AUD*. Jakarta : Universitas Terbuka.
- Asmawati, L. (2014). *Perencanaan Pembelajaran PAUD*. Bandung: PT Remaja Rosdakarya.
- Fadli, R. (2021). "Bukan Sekadar Menyalurkan Hobi, Inilah Manfaat Menggambar Bagi Anak". <https://www.halodoc.com/artikel/bukan-sekadar-meyalurkan-hobi-inilah-manfaat-menggambar-bagi-anak>. Diakses pada 5 Desember 2021.

- Fauzi, E. R. (2019). "Menggambar Flora, Fauna, dan Alam Benda". <https://sumber.belajar.kemdikbud.go.id/repos/FileUpload/gambar%20flora,fauna,benda-Tiur/Pengertian-Menggambar.html>. Diakses pada 5 Desember 2021.
- Kertamuda, M. A. (2015). *Golden Age-Strategi Sukses membentuk Karakter Emas pada Anak*. Elex Media Komputindo.
- Kustiawan, U. (2013). *Manfaat Bermain Origami Untuk Mengembangkan Motorik Halus Anak Berkebutuhan Khusus*. *Jurnal PAUD*. 1(1). (Online) (<http://digilib.um.ac.id/index.php/Rubrik/manfaat-bermain-origami-untuk-mengembangkan-motorik-halus-anak-berkebutuhan-khusus.html>)
- Kustiawan, U. (2016). *Pengembangan Media Pembelajaran Anak Usia Dini*. Malang: Gunung Samudra.
- Kustiawan, U. (2016). *Mading Show for Early Age Child* (<http://library.um.ac.id/index.php/Rubrik/mading-show-for-early-age-child.html>)
- Kustiawan, U. (2017). *The Effect of The Big Book Media Usage to Simple Sentences Reading Ability For Third Grader with Intellectual Disability on Elementary School For Special Needs*. <http://library.um.ac.id/index.php/Rubrik/the-effect-of-the-big-book-media-usage-to-simple-sentences-reading-ability-for-third-grader-with-intellectual-disability-on-elementary-school-for-special-needs.html>
- Kustiawan, U. (2017). *The Development of Diorama Learning Media Transportation Themes to Develop Language Skill Children's Group B*. <https://content.sciendo.com/view/journals/rem/10/2/rem.10.issue-2.xml>
- Moleong, L. J. (2010). *Metodologi penelitian kualitatif*. Bandung: Remaja Rosdakarya.
- Nasution. (2006). *Metode Penelitian Naturalistik-kualitatif*. Bandung : Tarsito.
- Pamadhi, H. (2008). *Ruang Lingkup Seni Rupa Anak*. Universitas Terbuka. Jakarta
- Ridwan, W. O. D., Sugianto, B., & Gadafi, M. (2019). *Meningkatkan Kreativitas Anak Melalui Kegiatan Menempel Dengan Menggunakan Kulit Tielur*. *Jurnal Riset Golden Age PAUD UHO*, 2(3).
- Rofian. (2017). *Penerapan Metode Pembelajaran Demonstrasi Pada Pendidikan Seni Rupa Di Sekolah Dasar*. *Malih Peddas (Majalah Ilmiah Pendidikan Dasar)*, 6(2), 173–181. <https://doi.org/10.26877/malihpeddas.v6i2.1350>
- Sari, A. H. (2020). *Studi Kasus Strategi Guru dalam Kegiatan Menggambar untuk Pengembangan Seni Rupa Anak Usia Dini*. *Jurnal Pelita PAUD*, 4(2), 150–155. <https://doi.org/10.33222/pelitapaud.v4i2.90>
- Sudono, A. (1995). *Alat Permainan dan sumber Belajar TK*. Jakarta: PPTA Dirjen Dikti
- Sugiyono. (2007). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung, Alfabeta.
- Sugiyono. (2015). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. Penerbit CV. Bandung: Alfabeta.
- Sujiono, Y. N. (2009). *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: Indeks.
- Sukmawati, T. (2018). Upaya LKP Lucky dalam Meningkatkan Keterampilan Melalui Program Kursus Menjahit. *Jurnal Comm-Edu*, 1(2). (Online), (<https://journal.ikipsiliwangi.ac.id/index.php/comm-edu/article/download/696/104.>) diakses 11 November 2019
- Sumanto. (2005). *Pengembangan Kreativitas Seni Rupa Anak Taman Kanak-kanak*. Jakarta: Depdiknas.
- Sumanto. (2006). *Pengembangan Kreativitas Seni Rupa Anak TK*. Jakarta: Direktorat Jendral Pendidikan Tinggi Direktorat Pendidikan Tenaga Kependidikan Dan Tenaga Perguruan Tinggi.
- Sumanto. (2011). *Pendidikan Seni Rupa di Sekolah Dasar*. Malang: Fakultas Ilmu Pendidikan Universitas Negeri Malang.
- Sumantri. (2005). *Model Pengembangan Keterampilan Motorik Anak Usia Dini*. Jakarta: Departemen Pendidikan Nasional.
- Thabroni, G. (2020, June 18). *Seni Rupa— Pengertian, Fungsi, Wujud, Unsur, dsb (Lengkap)*. [serupa.id](https://serupa.id). <https://serupa.id/seni-rupa-pengertian-fungsi-wujud-dsb/>
- Ude, Y. (2020, December 28). *√ Seni Adalah: Pengertian, Fungsi, Jenis dan Contohnya [LENGKAP] ... Sainitif*. <https://sainitif.com/seni-adalah/>
- *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*. Kelembagaan Ristekdikti (online) ([https://kelembagaan.ristekdikti.go.id/wp-content/uploads/2016/08/UU\\_no\\_20\\_th\\_2003.pdf](https://kelembagaan.ristekdikti.go.id/wp-content/uploads/2016/08/UU_no_20_th_2003.pdf)), diakses pada tanggal 28 November 2019.