Self Actualization for High Schoool Student through Doodle Applicated on Notebook

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Abstract: Notebook is something that cannot be separated from a student. An attractive notebook can boost the enthusiasm of students to open it again. In addition to motivating students to re-read his notes, students also honed to be more creative. Drawing these doodles are enhancing the students' creativity as well as their confidence. Doodle drawing could be interpreted as to decorate with the aim of beautifying a notebook which we call attractive notebook. By drawing doodles, students are trained to be creative, focus, and skilled. It is also developing their potentials. Increased confidence will lead the students to dig up potential and capabilities within them. Self-actualization is what later would be the provision to face rapid advancement of the world.

Keywords: self-actualization, notebook, doodle

Humans need recognition from others for his/her existence; it happens commonly in childhood and adolescent. Therefore, guidance is necessary to be on the right track. Various ways can be conducted to get the most of the potentials. Determine the choice of activities in adolescence should be careful because the experience gained during childhood and adolescence will continue to carry a basic mindset on adulthood. This valuable experience can be gained from anywhere, including at the time of the drawing process. Because of learning to draw, someone unintentionally also learn to control themself emotionally as well as physically.

Notebooks are an integral part in education life. The activity of taking notes on notebook becomes part of daily life. Taking notes is the activity of recording something in the form of scratches that often means in writing. Although at the reality, these scratches can be in any form including drawing. Taking notes is familiar activity which is introduced in the learning activities in schools since childhood. Even though that seems trivial, notebook is very much beneficial. When the idea came, or while listening to explanation, even when having discussions, notes would be very helpful to remember things.

Since early age, students are required to have records or notes on each subject. It is expected to train children' motoric by learning to write. Along with their growth, children start using their hands smoothly. For that reason, notebook is only used as complementary. Teachers only require students to take notes without giving further guidance on how to make a record effective and interesting to learn back. Eventually, this kind of form will carry over later in the future. Notes written in average literary forms without incorporating elements of good aesthetics of the written form as well as on how to construct pattern writing. That makes the notes less interesting to look back on.

This could happen since students copy what the teachers write as it is. Also, students are not directed to take their own notes in accordance with their own understanding when the teacher was explaining. It is also possible that the teacher has never shown a way on how to create an interesting note.

Students found taking note is boring activity. As if the school is just a writing course. Writing activities are often only a form of physical activity for students to write without

thinking what they were writing. Teachers expected student to be quiet by taking notes. Teachers do not consider whether the student will look back on their notes or not.

Starting from the fact about the students' notebook, come up the idea on how to make interesting notebook. This will be useful for learning activity both at school and at home. Therefore, the role of teachers in providing guidance on how to make the notebook interesting is important. However, not all teachers dare to change the old mindset of notebook, which is impractical and boring. Note becomes very important, as said by Henarcki (1999:146) that record/notes may improve memory and help recall what has been stored in our memory.

An important advise that should be emphasizes is do not underestimate notebook. Most people only remember a little of things without repeating it constantly or record it. The question is that how much and what format do we use to make the students willing to look back on their notebook. Notes in the form of hand scratches have many benefits in the development of intuition, imagination, motoric creativity, and right brain activation. Attractive notebook not only consists of writing but also can be added with pictures. Here, the pictures are called doodle image. Drawing doodles on notebook can also include emotional learning experience such as increasing focus, patience, tidiness, perseverance, and other emotions control. Not only serve as decoration, doodles can also function as a part of learning to train students' creativity.

Less creative note can be caused by many things, among others:
Teachers' lack of knowledge about the importance of notes with an interesting form.
Teaches feel unable to give an example on how to make notebook interesting.
Students are already familiar with the concept of the old notes.
Students are unable or do not like to draw.

INTRODUCING NEW CONCEPT OF NOTEBOOK

Introduces a new concept to both teachers and students is not an easy task. Innovation which is done to students might be easier as younger generation is more easily established with a series of assignments. On the contrary, it is more difficult to apply it to the teachers. That is because the teachers have been attached to the old concepts. Thus, cooperation from both students and teachers are required to get maximum results.

Taking note is one of the most important capabilities that is learned by human. Note is not just a collection of coherently neat words, it can be concluded as "simply, note can be interpreted as keeping or recording information or important data in the form of notes" (H.D Irianto, 2015:67). Notes should improve memory. Human memory is astounding as it can store everything which is seen, heard and felt. Like computers, this memory works automatically, but sometimes it cannot because the brain focuses on something else. From several experiments, "it turns out that the human brain can be stimulated by information and become smart by the experiences learned" (Shahib, 2010:5). Effective recording will help save time by storing information more easily and remember it again if necessary.

The main issued that will be discussed here is to make interesting notebook by using decorating technique. Just like children that like books with many illustrations. Starting from that, came a new concept that explores the importance of decoration as well as the notes content. Some people consider images on notebook can interfere the concentration while reading, but some others find it attractive.

This new concept not only aims to make a note interesting, but also aims to sharpen the students' skills in exploring their creativity and potentials. According to Shahib (2010:42) creativity is not spontaneous; it is a joint product of logic, artistry, physical, motivation, feelings and imagination that is integrated into a new idea. Creativity is supposed to be honed through various means including practices to make small drawing on notebook. The importance of

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motivating students to show their creativity is stated on Problem Based Learning by Shahib (2010:74), that problem is solved by personal capabilities through the development of ideas in a scheduled basis. Maturity comes gradually obtained through the guidance of teachers; however student is a teenager who still needs advice and guidance to become independent and responsible person. It is undeniable that personal maturity cannot be separated from social environment as proposed by Shahib (2010:77) that, if children have been accustomed to using left brain which is think logically, then the emotional bond is shifting toward logic. Therefore the obedience, devotion, and compassion based logic is applied, which is not familiar in Indonesia society.

This has to do with the mindset of constructivism which emphasizes the application of this study, which led to the students' capability to build independence conceptualization and to take the initiative in the process of learning (Asrori, 2009:28). Building students' mindset to be more enthusiastic in learning is not easy; it takes patience and knowledge to direct to the right concept.

Constructivism learning characteristics according to Asrori (2009:28) are:

- Emphasizing on the learning process.
- Encourage the independence and learning initiative.
- Viewing students as the creators of will and goal to be achieved.
- Believes that learning is a process, not an emphasis of results.
- Encourage students to be able to do investigation.
- Appreciating the role of critical learning experiences.
- Encourage the development of natural curiosity.
- Marking is emphasized on students' performance and understanding.
- Set up the learning process on principles of cognitive theories.
- Using many cognitive terminologies to describe the learning process; such as predictions, inference, creation, and analysis.
- Emphasizing the importance on 'how' the students learn.

Based on the theories stated previously, the students can be directed by the teachers to be more mature, which in this case, can be accomplished by applying doodle drawing.

Teachers must actively practice in order to give maximum guidance for the students. It required intensive training and a strong willingness of non-education of arts teachers so that they can maximize themselves first and can direct students well. But this would be quite obstacle for many teachers who still have the understanding that adults cannot draw. This paradigm should be changed so that the teacher can convince students that drawing is not as difficult as imagined.

From this point of view, this is a major obstacle, because of the increasing age especially a teacher, does not have the passion to learn new things. It required high personal and emotional control to be able to realize the spirit of learning among non-education of arts teachers in order to understand the theory of art through practice simple drawing. Whatever the shape of the image are all related to the power of thinking and involvement of feelings and emotions.

Once teachers understand the meaning and purpose of applying doodle, teachers are expected to practice drawing in various ways. There is no limitation of time and space; it only takes a strong will to make it happen. From the results of these, teachers can learn to draw with confidence and confidently give an example to make interesting note, not only aesthetic writing but also making interesting doodle. After all students have an old concept in making records. Without a new concept, there will be no change towards the better that will be taken during their life in the future.

DOODLE DRAWING

Decorate a notebook requires the ability to draw and diligence in completing the decorations. Decorations that have good aesthetic value require concentration and a strong will to resolve. Many students who initially complained of cannot draw, some feel painstaking and easily bored of having to perform activities that require concentration and should linger in one activity. However, after the approach to the concept of drawing is a learning process that does not have to be like magic -that suddenly there is a good image- the students began to dare to do. As Chuck Norris said, quoted by Brown (2016: 34) the importance of training Positive Mental Attitude on students is very important as a preparation to face all the problems later. To continue motivating students for taking the necessary steps to reach his goals. As a beginner, drawing can be done by copying the image the students like first. Sample images can be taken from any image that attracts students to become objects of decoration because basically copying is a learning center to draw Valensa (2008: 26). Decoration on this notebook also does not require a full-page image; it is more of giving spirit to the students.

Decorating is included on doodle category. In Bahasa Indonesia, doodle literally is "scratch". While scratching activity is an easy thing to do. Brown (2016: 4) said that basically every human being has a visual intelligence. But unfortunately this visual intelligence that has since childhood lacking in the right direction, and finally when stepping on school days it is buried because of more emphasis on the written language. This is also due to lack of knowledge about the use of visual language in our lives. Brown (2016: 8) defines "visual language is a language that gives extraordinary powers to articulate ideas in solving problems in ways that may not be able to do in other ways". For someone who is no longer kids, doodle cannot be done without thinking. Doodle or scratch can be made in the form of meaningful or merely abstract graffiti without even meaning still requires thinking.

A new definition of doodle by Brown (2016: 13) was making signs spontaneously to help the thinking process. This opinion strongly supports that the doodle can serve as a visual language that will support a learning process. Doodle here is an image that does not have heavy meaning but more emphasis on the process of working on it. The process of making is important as said by Brown (2016: 33) "in Doodle zone, someone breathing slowly, heart rate decreased, relax his mind, while the focus sharper". Here it could be interpreted that when drawing, the students can improve focus, while unknowingly decline emotions. At this moment the process of learning to be more patient and skillful is being undertaken. Media used also does not require expensive equipment or difficult to obtain. However, this scratch activity still has to show its aesthetic value so attractive to be enjoyed.

A doodle works usually show the feeling of maker. This can be seen from the result of scratches or drawings made. Unknowingly sometimes scratches were made calming down the maker. This activity is expected to be a relaxation after studying hard using left brain or in other words can calm the mind by making a doodle. Doodle expected as a means to reduce the level of stressing at the time of study. It is also expected to be a means to hone motor skills and increase creativity in drawing. According to Iare on the book by Valensa (2008: 14) 'The process of developing and using the constituent images have been shown to improve students' critical thinking skills and thinking skills sequentially higher'.

Doodle created from within the heart would appear to have the feel and deep meaning. However, it is required a long time to be able to produce a doodle that is nice and interesting. It takes time, patience and diligence in working on a doodle that demands rather than on the many ornaments produced but more at the content. Doodle drawing no longer concerned on the results but the learning goal is the drawing activity itself. According to Ching (2002: 9) draw is made a sketch on a surface which graphically presents the appearance of something. Make a

sketch is what should be considered the process as closely related to the level of feelings and emotions at the time. Directing students in the process of making a scratch is very important because it should include the belief that any form of scratches produced not as important as the journey of learning and experience gained during generating the image. Ching (2002: 21) argues that "the end point of drawing tools is simply an extension of the hand that guides and directs the eyes of the mind in describing something across a surface area and design a unique vision and personal". And this is the challenge in directing students on "our primary goal is to gain control in drawing lines. The exercises are intended to help develop skill and confidence in drawing the line ".

The quality of a hand scratches will be visible on the physical appearance of the images created, broken lines, repeated lines, thin and faltered lines. Or also strong with rigid and sharp lines, or the lines are pressed so as to leave a mark behind the paper. Of the various kinds of scratches results is what makes an image into different values. Variety of Different lines can cause different impression, for example, straight lines create the hard impression, curved lines give the soft impression, spiral line give pliable impression, etc. (Marga, 2015: 3). Similarly, the pressure like strong, moderate or weak can produce different meanings like a mirror which shows the feelings of the author, whether still hesitant, established or fear of being wrong. Marga (1015: 9) states that some of the lines that with intertwined lines form a two-dimensional geometric and nongeometrik that is required to make shapes like circular, square or curve with a good level of accuracy.

Although it is not required to produce work that is really good but the science of drawing still need to be studied to achieve maximum results. At the level of more complicated practice, it requires knowledge of how to regulate the proportion or proportionality between the one with the other parts of the image well to make it look natural and attractive. Practicing to compose or arranging the composition of the image so that it looks balanced, unified and rhythmically is very necessary so that the overall picture becomes enjoyable.

To make a good design takes practice to create the impression of light and dark which can give the effect of more real because the pictures have been seen to have volume. It is also required to practice shading as written Highways (2015: 3) that the shading is made parallel lines and repeatedly so as to produce certain effects which could be a shadow, texture, much closer, dimensions, etc. All kinds of this knowledge will not support a work if it is not accompanied by a strong will in practice. So, we need the guidance of the teacher to keep the students interest not only to make decorations on the notebook.

Basically, drawing requires clarity of mind. This can be achieved by fun learning. As written by Hernacki (1999: 14) in his book Quantum Learning that the 'Accelerated Learning' allows students to learn with excitement. By instilling a positive mindset, physical and emotional fitness will be obtained an effective learning experience. Students' emotions are expected to be controlled as a fun learning. Continuing practice drawing a doodle can stimulate students to develop their creativity unknowingly. After being able to cultivate students' interest in drawing doodle, it is expected the eagerness to learn things around them to also growing.

According to Hernacki (1999: 90) a lot of things as the background to learn are interrelated and influence such as intelligence, education, and gene, but it turns out that the greatest role is to have positive attitude. Doing doodle drawing process without being followed by positive thinking about what will be a learning experience acquired during practice drawing would be a burden alone. Students who felt they could not draw should receive more intensive guidance to cultivate the courage to start to draw because of the courage it takes to generate interest first. Hernacki (1999: 36) also concluded that any age from birth to death is likely to improve mental abilities through environmental stimuli. This underlines that the learning process can continue as long as people still have a passion for learning and progress. Here,

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learning including developing creativity to decorate notebooks. For example beginners can access images from the internet or buy reference books from the bookstore as one of the intelligent alternative to lessen stress like the one in the pictures below.

Coloring books are very diverse that become a trend among the people of the city and is believed to reduce the high levels of stress due to job stress. This environment can be an alternative option to be used as an example in developing drawing skills.

Below are some examples of student work that has dared to develop their creativity to decorate a notebook.

CONCLUSION

It can be concluded that there should be courage to start to draw anything since decorate notes by drawing the doodle is not the end result but more emphasis on the process for drawing. Not only students but also teachers should also participate actively to change the old paradigm in order to obtain maximum results for all parties. After growing interest in a good and positive mind in drawing doodles, it is developing skills to obtain a lot of knowledge and experience about fun drawing. Drawing a notebook with doodles image can obtain good emotional experience and skills development if such a sense of painstaking, meticulous, patient and focus the results can be implemented on other activities. From the acquisition of the learning experience to draw these students also have to manage emotions and mental wellbeing and will eventually be able to develop their creativity towards other skills.

After going through the process of learning and develop creativity through drawing, students also have a growing sense of confidence that can be used as a handle to dig deeper into their potential. This confidence can direct students to choose their capabilities, both in the visual field and other fields. Nevertheless, students still need guidance from teachers and parents that the self-actualization can be focused and continue to develop in accordance with his age.

SUGGESTION

There must be courage to change the paradigm of the teacher to train students to dare drawing doodle as decoration notebook. This interesting notebook can be applied to all subjects that need to be developed not only decoration but also practicing to make great typography. This can make the notebook not only have decorated edges but also in terms of the writing is exciting to be looked back.

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