

## **The Tendencies Object, Colors, and Themes in the Children's Drawing in Dharma Wanita Pamotan Kindergarten Dampit Sub District Malang Regency**

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**Abstract:** The purpose of this study was to describe the objects, colors, and themes drawn by boys and girls. The results showed (1) the tendency of the main objects in the boys' drawing were the category of the environment and the nature (34%), while the main objects of the girls' drawing that is category of nature (58%). (2) The supporting objects tendency in the boys' drawing were the category of environment (80%), while the supporting objects in the girls' drawing were the surroundings category (70%). (3) The color tendency of the main object in the boys' drawing was blue (44%), while the color in the girls' drawing was brown (41%). (4) The colors tendency of the supporting objects in the boys' drawing was blue, brown, and yellow (52%), while the color in the girls' drawing was green (76%). (5) The theme tendency in the boys' drawing was the environment (41%), while the theme in the girls' drawing was the natural scenery (47%).

**Keywords:** children's drawing, objects, colors, themes, dharma wanita pamotan, kindergarten

In the pattern of the growth and development of early childhood have aspect physical, cognitive, socio-emotional, creativity, language, and communication with the appropriate special stages which are traversed by the child. The period of early childhood is an important period that needs to get the handling as early as possible. Elizabeth B. Hurlock, (1980:13) argues that the age of three to six years of age is a period of sensitive period in children, i.e. a period where a specific function needs to be stimulated, directed so not hampered its development.

According to Howard Gardner in the Yus (2011: 19) in addition, during the period of 4 to 6 years is the period where increased development of intelligence from 50% to 80%, this increase can occur if the process of stimulation and stimulant. Children become more sensitive in receive different stimuli and knowledge in developing the whole child's potential. During this period, the child takes the condition corresponding to the growth and development in order to be achieved optimally.

In the aspect of the creativity of children at an early age have an expression in plain and full of spontaneous. Early childhood here can be a simple drawing and coloring, as well as creating something with a variety of media, the child moves follow objects in the environment such as plants and animals (Yus 2011: 31). This is in accordance with the Hurlock (1980:109) on early childhood age have a tendency to imitate, but despite this tendency looks strong but children showed creativity in play during childhood compared to other periods of his life, with this reason psychologists also named this period as the age of creative.

In early childhood education notes in growth and physical development, language, art, and communications, in accordance with the uniqueness and stages of development undertaken by early childhood. Institutions that play a role in early childhood education is an institution of

kindergarten or PAUD. Institutions that play a role here is institutions kindergarten Dharma Wanita Pamotan.

This research aims to continue the research ever done before. But it is different in the sampling research, place of sampling, and the specification of the sex of the child. Sex boys tend to be geared to drawing that is masculine gender while girls tend to be directed at the object of the feminine form. This can be exposed without the teacher's learning pattern by directing the pattern drawing male students and female students tend to be distinguished. Institutions that play a role here is institutions kindergarten Pamotan Dharma Wanita is located in the village of Pamotan, Dampit Malang.

## **METHOD**

This research uses descriptive quantitative approach such as give a clear draw as to the circumstances of the object of research. Source of data on research this is drawn of the B level kindergarten students Dharma Wanita Pamotan Dampit Sub District Malang Regency. In the study population of Kindergarten class B as much as 44 students (male: 27 students, women: 17 students). According to Sugiyono (2012:117) population is a generalization of an object or subject that has certain qualities and characteristics set by the researchers to learn and then draw the conclusion. The reason for the selection of class B because the drawing started to be identified. In this study using a sampling of saturated, because of relatively small population and researchers make generalities with minuscule errors. Saturated samples according to Sugiyono (2012:124) is a technique of collecting samples when members of a population is used as a sample, this is due to the number of population is relatively small, less than 30 persons or research who want generalities with minuscule errors. The research instrument used to collect data in this research is a method of observation and documentation. Meanwhile the collection of data retrieved observation and documentation. Observation methods used to identify verbal data emerging from the drawing of the child in accordance with the guidelines of the check-list. Meanwhile the method documentation is the source of the information of a draw of the child, so that the methods used in the form of documentation. Data analysis is done sequentially i.e. tabulated, preparation, and application data in accordance with research approaches.

## **RESULTS AND DISCUSSION**

### **The Tendency of Objects Drawn Boys and Drawn Girls**

Based on the results of research show there is a variation in the use of the main object and the supporting object on the drawing of the child. In a variation of the main object drawn boys have a tendency choose the category of the surroundings and the natural environment (34%). Whereas in the main object drawn girls have a tendency chooses the category of natural environment (58%). In a variation of the supporting objects drawn boys have a tendency choose the category of natural environment (80%). Whereas, in the supporting objects drawn girls have a tendency choose the category of the surrounding environment (70%).

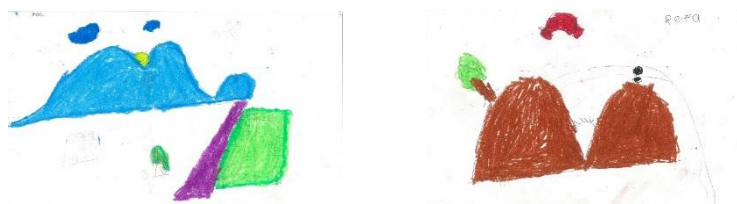


Figure 1.1 the drawing with the main object

(Source: documentation of researchers)

In the selection of objects that each child has the distinction made in accordance with the character of each child. These differences are due to differences in the pattern of development of each child in the experience of the sense of vision. This is supported by the statement Read in translation Soetjipto (1973:67) that the more a child has talent better vision than other possible once it has the speed of developments in the drawing. In the arrest of vision the child has different speeds so that the child drawing results with each other is different. Such as a child who has speed in catching objects, objects drawn children look more detailed than parts per parts. For the natural environment and surroundings have a tendency here can also be influenced by the environment of the region of residence which has the contours of the mountains. In addition to the selection of the environment can be affected because every day children are in the surrounding environment (object, home school, Board slide, and so on).



Figure 1.2 a drawing that has a supporting object  
(Source: documentation of researchers)

Judging from the results of the kindergarten drawing of Dharma Wanita Pamotan, drawing of the child have a tendency of being on the stage of development of the period chart and several on pre-Islamic chart. It also supported according to Soebandi (2012:9) interesting traits on the drawing of the child in areas such as color chart pre human face can be red, green or other colors. In addition, according to Soebandi (2010:10) pre this chart usually occurs at the level of kindergarten and primary education. Whereas at the time of the chart, according to Soebandi (2012:12) drawing of the child has the consciousness to make the line of departure or the base line and the concept on the drawing starts to seem clear.

A result objects drawn boys and girls have drawn different objects. The difference is the main object and object supporters drawn boys and girls drawn object that this is due to external and internal factors. External conditions are influenced by outside parties such as the teacher's observations against the art world, social environment, family and playmates. While the internal conditions are influenced by the mental condition of the child and the child's biological or body development. As for the process of drawing is also the result of observation of objects that exist in the environment around the dwelling or environment that attracted the attention of the child. Like in school, teachers can direct the selection of objects drawn students, this leads to differences in the selection of objects drawn boys and girls drawn. In objects drawn boys tend to choose a masculine object while the object is drawn girls tend to choose feminine objects.

According to Myers (2012:221) between boys and girls basically have sex almost identical but the existence of a culture that there is a neighborhood school and family environment can affect the pattern of the views, attitudes, and behaviors. On the results of the tendency of the main object and supporters also have linkages with the tendency themes. Such as on the main object drawn tendency categories environment, then on the theme reflected drawn boys have a tendency of the surrounding environment.

## **The Tendency of Color Drawn Boys and Drawn Girls**

In an activity to draw the child has an interest in color, this results in each of the drawing children have many variations of colors used. Variations in color like the color of the primary, secondary, tertiary, and neutral are often used, such as red, blue, yellow, Orange, green, purple, black, white, grey and pink. According to Dharmaprawira (2002:32) in interpret results of artistic expression, the children, aged 3 to 5 years, the experts concluded that the bright colors tend to skew or shows at emotional.

On results drawn boys and girls have drawn the main object and object supporters. This is having an impact in the results of the colors used. Boys in the color selection of the main objects have a tendency to use blue color (44%) while the girls in the color selection of the main objects have a tendency to use brown color (41%).



Figure 1.3 drawing that have the color of the main object  
(Source: documentation of researchers)

The blue color is a color that is identical to the male; this is evident by the presence of both the research done before. According to research by Debbie j. Pope, Hannah Butler, and Pamela Quilter with results of a study of Emotional Understanding and Color-Emotion Associations in Children Aged 7-8 Years and on A Research Study in Color Preferences of School Children by the Porto Breed and S.E. Katz cited from Darmaprawira (2002:31). The research on both the color blue is a color often favored and chosen because of an interest in color, emotion, and personality or character. According to Richa Febrina (2012) the color blue has a quiet, personal character, trustworthy, have a very high loyalty and serious but sometimes relaxed in response to a problem. Whereas the main object in color drawn girls have a tendency of brown color. According to Freud in Dharmaprawira (2002:36) Brown has a stubborn character, careful, thorough, and thoroughly. While according to Sanyoto (2002:4) Brown has the immediacy of a heart, polite, sensible, thoughtful, respectful, and efficient.

To complement the impression draws in a drawing not only needed color to the main object but also on the color of the object. Color object supporters drawn boys have a tendency choose the color blue, Brown, and yellow (52%). While proponents of object color drawn girls has a tendency of choosing the color green (76%). According to Sanyoto (2002:40) Green has a fresh, young character, living, growing, and some are almost the same color blue. While the yellow color according to Sanyoto (2002:38) features a character, friendly, joyful and supel.

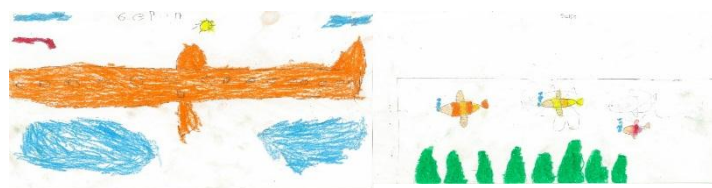


Figure 1.4 drawing that has a color supporting objects  
(Source: documentation of researchers)

The existence of a difference in color here can be caused by the construction of the customs of the surrounding environment and the home environment. This is in line, according to Myers (2012:221) between boys and girls basically have sex almost identical but the existence of a culture that there is a neighborhood school and family environment can affect the pattern of the views, attitudes, and behaviors.

### **The Tendency of Themes Drawn Boys and Drawn Girls**

The main use of object, the object, the color of the main supporter and proponent of the object produced a color theme or content within the drawing. Themes often used children have the environmental and personal closeness to children, like my house, my school, and my family. In this study the children have a variation of the theme of natural scenery, the imagination, the environment around the child.

Themes drawn boys have a tendency illustrating the theme of the environment (41%) while girls have a tendency illustrating scenery theme (47%). This natural scenery on the theme of children tend to describe the views related to nature, such as the mountain environment, marine environment, lakes, flora, fauna and others. While the theme of the environment, the children described the home environment and the school environment.



Figure 1.5 the drawing that has themes  
(Source: Documentation of researchers)

Tendency of theme scenery particularly the environmental views of the mountain are due to environmental conditions or areas of residence of the child. The area of residence of the child has the contour of the land. In addition to environmental conditions or areas of child, family environment can shape the pattern of drawing objects such as children's home or school environment. According to the Suryani in Garha (2011:89) by children who are considered to be successful is if it precedes work theme of the children so that his work could represent expressions of his feelings. On the results of the tendency of this theme has an interest with the tendency of the object to be rendered. Such themes are used boys have a tendency of environmental categories around, then on the main object drawn boys have a tendency of surrounding categories anyway.

The results of this research is also supported by previous research i.e. research done Indah Yuni Suryani (2011) theme that has a tendency to use early childhood or kindergarten students are generally in the form of the natural landscape.

### **CONCLUSION**

The boys have a tendency to draw in the surrounding environment and the natural environment (34%), while girls have a tendency to draw in the category of natural environment (58%). In a variation of the supporting objects drawn boys have a tendency choose the category

of natural environment (80%), while the supporting objects drawn girls have a tendency choose the category of the surrounding environment (70%).

The tendency of the main object was drawn boys choose a blue color (44%), while the drawn girls choose brown color (41%). In a variation of the color object supporters drawn male students have a tendency in blue, Brown, yellow (52%), while the drawn girls have a tendency to use the color green (76%).

The tendency themes drawn boys and girls have drawn the distinction. The tendency of drawn boys that is the theme of environment (41%), whereas themes drawn girls that is the theme of natural scenery (47%).

### Suggestion

Suggestion for teachers in kindergarten of Dharma Wanita Pamotan should better understand and explore objects, colors, themes and drawing of boys and girls. For parents should give guidance, referrals and facility to his son in a work of art. It is hoped the presence of advanced research such as the tendency of children's drawing of urban areas and rural areas, the tendency of the drawing of the child in terms of character and his intelligence. In addition, the expected presence of similar researches also on a higher level, such as in elementary, junior high, high school, and the SLB.

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