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IMPROVING PRESCHOOL TEACHERS' DRAWING SKILLS THROUGH CREATION EARLY CHILDHOOD BOOKS STORY TRAINING

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Abstract

This research is expected to solve the lack of preschool teachers' drawing skill. It is conducted by giving creation early childhood books story training. This helps preschool teachers to master basic drawing techniques. The research uses qualitative approach. There are 3 (three) stages in this research namely Pre, On Going and Post Training. The used instruments are observation and questionnaire. With this training, it is expected that early childhood teachers can create a story for Early Childhood, illustrate the story to draw, demonstrate and animate the fairy tale, so that learning in early childhood will be more effective, especially the character learning with story or fairy tales.

Keywords

Early Childhood, Training, Drawing

1. Introduction

Competency based on laws No 14 year 2015 is set of knowledge, psychomotor, and affective that must have, lived, mastered, and actualized by teacher in doing professional task.

As a professional early childhood education teachers, they have to know about basic competency. So, main task as a teacher in guiding, motivating and facilitating early childhood students can be optimized. Basic competence of early childhood education teachers that must they have according to regulation Ministry of Educations in Indonesia No 16 year 2007 about Academic qualifications standard and personal competency, professional competency, pedagogic competency, and social competency. Majid (2016:6) explains that the owned competency will show the teacher's quality in teaching. One of early childhood education teacher's professional skills is drawing and telling story.

Drawing is one of activities which like by childhood. This activity can stimulate childhood creativity. According to Agrini (2017:6) drawing is activities that someone undertakes by making scratches, lines, shading or drawing or duplicating an object and landscape into paper, canvas, wall and other media, using pencils, colored pencils, crayons and watercolors. According to Hensuska (2005:2) through drawing activity, someone can incise feelings, express feelings, express desires, and tell experiences. In addition, with drawing activities can also train the ability of one's creativity. Unfortunately, every early childhood education teachers don't have drawing ability. Drawing ability early childhood education teachers in Bandung district is low categorized. Yet by drawing and making the story itself is expected that teachers will not depend on other people's story books that are expensive or the story is less appropriate with the existing learning in the curriculum, because the principles of early childhood learning should be tailored to the needs and development of children (Suyadi, 2013:23). Early childhood education teachers can create simple story, after that making a book. Hopefully, this research can solve the lack of drawing skills of teacher. The way to solve this problem is giving training to create story book for childhood to early childhood education teachers in Bandung. This training helps early childhood education teachers mastering basic drawing technique. From this training, hopefully, early childhood education teachers can make one story for early childhood, making interesting

illustration, demonstrating and creating live characters, so, learning in early childhood education can be effective, especially character with story or fairy tale media.

2. Method

This research used qualitative approach. "Qualitative research means investigating or questioning the quality of subject or event. This qualitative research is used because this research will reveal facts in field and understanding its facts". (Syaodih, 2006:93).

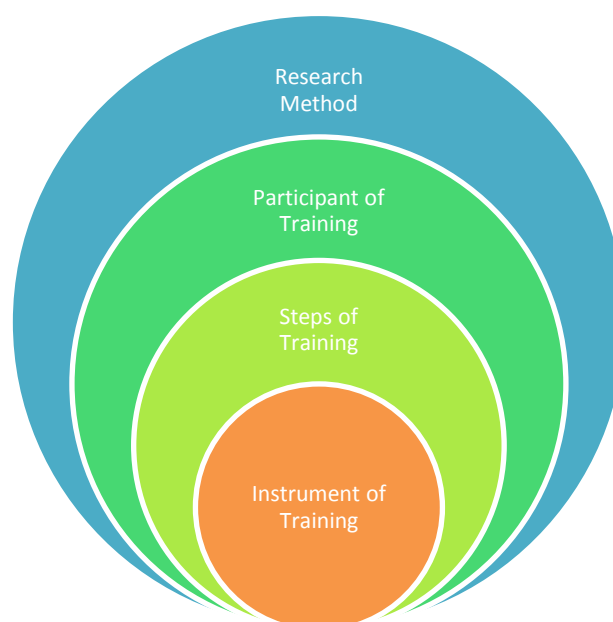


Figure 1: *Research Method*

Figure 1 draws about the research method that used, the method that used in this research is descriptive qualitative, the participant is early childhood teachers that delegated from district in Bandung. Instrument that used in this research are observation and questionnaire.

The steps in this research divided into 3 (three) steps, Pre Training covers identify training needed, creating proper training target, preparing material. The second step is On Going Training covers choosing method and technique of communication in training. The third step is Post Training covers preparing and making Training Evaluation and implementation result of training. The implementation shows in making story book for early childhood where the material got from all training participant itself. For second steps is On Going Training, the method that used are: Lecture Method (20%), this method used to give theoretic knowledge about principal

of drawing and coloring. Laboratory Method (40%), this method used to supply drawing and coloring skill early childhood education teachers, covers recall story idea technique, developing interesting story technique, drawing technique and coloring technique. Direct Practice Method (40%), the main method is to give drawing, coloring and writing skills for early childhood education teachers, so they can write and draw by themselves, and then, they can apply their knowledge that they got during training.

3. Discussion

3.1 Pre Training

Pre training is the first step of this research, this step included identification of training need, creating proper training target, preparing material. Identification training need through giving questionnaire to early childhood education teachers, by its steps, it can minimize ineffectiveness of training because the material training has been adapted with participant needed. The target training are early childhood education teachers in Bandung district. Researcher cooperated with education authorities in Bandung district because many early childhood education teachers in there. Early childhood education teachers which selected in this training are teacher who didn't take drawing training before. Choosing 31 early childhood education teachers which represent every sub district in Bandung district. The teachers must be active in IGTK or HIMPAUDI. Hopefully, all participant who got this training can implement their knowledge and skills to others.

Table 1: Education Degree of Early Childhood Education Teachers in Bandung District

No	Education degree	Amount	
		F	%
1	Senior High School	5	17
2	Undergraduate	8	25
3	D1	6	19
4	D3	-	-
5	S1	12	39
6	S2	-	-
	Total	31	100

From table 1 can be seen that education degree early childhood education teachers in Bandung district is good. From 31 participants, just 5 participants or around 17% who senior high school degree. 8 participants (25%) are studying in college, 6 participants (19%) are

Diploma 1, and 12 participants (39%) are bachelor degree. There is good news for us, because to be an early childhood education teachers, they must have competency.

Table 2: *Prior Drawing Competency of Early Childhood Education Teachers*

No	Skills	Total	
		F	%
1	Low	12	39
2	Middle	10	32
3	High	9	29
	Total	31	100

Generally, the skill of early childhood education teachers still low. From discussion some participant, it can be categorized that they have difficulty to writing story or fairy tale, how the idea and its development. Besides that, they didn't know how to create the story interesting. From this training, hopefully, early childhood education teachers can make one story for early childhood, making interesting illustrated, demonstrating and creating live characters, so, learning in early childhood education can be effective, especially character with story or fairy tale media.

3.2 On Going Training

Writing this book can't do carelessly. Hopefully, reader who can't understand yet, can get the moral value from the book. The presentation created interestingly, so the moral value can be delivered. Teachers need the tips and trick to write a book which all content can be delivered to target. In writing, the writer do it carefully, because child reader is different with adult reader in comprehension the book. Why the story book be an important things? This is caused by every children need visual language. Pictures and writing will explore their imagination from the book that they read, so the content of book feels like real. The picture can help the student's visualization, if they can't understand the meaning, the picture can help to explain meaning of its words. Students can get the meaning from the pictures that exist.

Reading a picture book is a diverse experience for children, including adding new vocabulary, introducing different shapes and colors, introducing new worlds, and tying in close relationships with reading parents. Children are also stimulated to be able to draw.

Picture books according to Naura (2017) in her blog (<http://nourabooks.co.id/why-baby-child-the-better->) should teach about causation, moral guidelines for child emotions, differentiate

between good and bad, right and wrong. Thus it can lead children to overcome difficult situations, such as facing anger or sadness. Children are taught to become more mature and emotionally intelligent than observe diverse expressions in pictures and socially savvy from understanding social interaction through a variety of colorful characters.

There are some drawing tips according to Masniah (2016) in his blog (<http://mynewmasniah4lmuiz.blogspot.co.id/2016/08/cara-membuat-cergam.html>) namely:

- **Reading**

Expand reading picture books. Pay particular attention to the illustrations in it, paying close attention to how a picture and words can work with each other in a compact way. An author once leaked the secret of the process of writing it. One of them looked at the picture. He can make a lot of stories just by paying attention to a picture or picture.

- **Design**

Sketch ideas on small sheets of paper, a storyboard that illustrates the layout of images and text. After that, just made a sketch about the size of a finished book.

- **Communication**

The purpose of the drawing is to clarify and add to the text 'sound'. Describe what you want to convey with your drawing. Stay focused and avoid adding excessive scenes or ornaments to what the text means.

- **Composition**

Make single and multiple page image variations in one spread. Note also the rules point of interest image, the position where the direction of the reader's view will be directly fixed. Selingi close-up mode images with panoramic picture scenes and vary their perspectives. Note the composition of the image, especially in places prone as part of gutter. Each page is related to each other. Remember that text is also an important part of the overall design, making sure that it gets enough space to place it.

- **Character**

Every story needs character. Characters can be humans or animals. If the animal is an animal, will he or she appear natural or characteristic of humans complete with clothing and all the attributes that support.

- **Perspective**

Visually, a dramatic perspective is interesting. Use exactly when the text needs it.

- **Consistent**

Make sure the character of the characters along with the surrounding scenery remains consistent. The character's similarity must be maintained even in various poses. Make a number of initial sketches of various character poses that are referred to as guides. Likewise with the background layout and location of the story. Suppose the front of the house looks like a tree on the left will be on the right when viewed from behind. Similarly, the direction of curves of roads, shadows, and so forth.

- **Detail**

Detailed images do enrich the illustrations, but too much can also be annoying. Use detailed images wisely, keep the focus on the scene and the characters inside.

- **Gesture**

In a continuous illustration, it would be interesting if it contained a signal. Suppose the image of a hole as a signal that on the next page will appear a rabbit out of the hole.

- **Style**

The style of illustration and media used is optional. It is important to remember that the main purpose of a picture book to be made is to communicate the story and steal the reader's attention.

Table 3: *Ability to Understand Early Childhood Development*

No	Ability	Total	
		F	%
1	Low	12	39
2	Middle	10	32
3	High	9	29
	Total	31	100

Early childhood development is complex, meaning many factors are influential and intertwined in the ongoing process of child development. Both the innate elements and the elements of experience gained in interacting with the environment both contribute to the direction and rate of child development.

In the golden age a child will experience growth and development at a drastic level that includes the development of thinking, motor development, emotional development, social development and, of course, his physical development. This period occurs at the age of 0 to 8 years and in the next period will not happen again the increase in the development. Therefore,

every teacher should give special attention to the important age in the development of a child because it will affect the development and life of children in the next period.

Understanding that will greatly assist teachers in supporting the growth and development of the child as a whole, every child at an early age will experience developments in some important aspects of his life. According Piaget in Suyadi (2013:8) stage of child development that is:

- Cognitive development

The development of cognitive abilities of children occurs in four stages of motor sensor stage that occurs at the age of children 0-2 years, at this stage a child begins to have the ability reflex movement. The second stage is pre-operative that occurs at the age of 2-7 years. In this preoperative stage, children will begin to receive stimuli, but their nature is limited. Furthermore, the operational concrete phase that occurs at the age of 7-11 years where a child has started to think rationally and able to run a real operational. The last stage of cognitive development is a formal operation where the child is a teenager. At this stage the child is able to think by using hypotheses to solve the problem.

- Physical development

Physical development of children at an early age associated with motor development that is divided in the development of fine motor and rough motor.

- Language development

There are three periods that occur in the development of a child's language skills that is pre-lingual period that occurs at the age of 0-1 years where the child has started babbling, the lingual period at the age of 1-2.5 years where the child was able to make the sentence and the differentiation period occurs at the age of 2.5-5 years of age where an anal has a good language skills and true.

- Socio-emotional development

The development of socio-emotional ability of children is very important in the psychology of early childhood development because in this development will form a sense of self-confidence and the development of independence in him.

Knowing the students is a must for a teacher in carrying out educational tasks. By knowing the students well will help teachers deliver the learners in achieving their goals. After the teacher, to know the person and his family, then the teacher should be able to understand the

character of the learners. Understanding the character of students is not easy, as easy as knowing the biographical data of learners. Understanding the character of the learner needs the seriousness and involvement of the teacher's heart and mind so that he / she can understand his character well and correctly.

3.3 Post Training

Includes preparing and making training evaluations and implementation of training result of making early child story book to improve drawing skill for PAUD teacher of Bandung Regency.

Evaluation is done by giving test in quiz form to teacher. The presenters made several strokes on the A4 HVS paper and assigned all teachers to create drawings based on the graffiti, without having to be removed. This quiz is very interesting because it requires a challenge in itself. The teachers are invited to imagine to draw something from an object that passes without form because it is still a random stroke. The result was amazing. The teachers managed to develop their creativity by making a variety of interesting images only based on the scratches that were made before.

Drawing itself has some benefits such as relieving stress, encouraging creative thinking, and developing self-confidence according to Andre (2016:2). As for children, Ulfa (2013) in her blog <http://www.nizamiaandalusia.sch.id/tk/index.php/parenting/339-manfaat-gambar-dan-menggambar-bagi-anak-usia-dini>, drawing gives advantages namely:

- a. Drawing is as media of telling story (visual language/shape)
- b. Drawing is as media of expressing feeling
- c. Drawing is as a toy
- d. Drawing trains memory
- e. Drawing trains comprehensive thinking (holistic)
- f. Drawing is as media of sublimation feeling
- g. Drawing trains balance
- h. Drawing develops emotional intelligence
- i. Drawing trains children's creativity
- j. Drawing trains precision through direct observation

After training with materials tailored to the needs of early childhood teachers, the results of the evaluation in Table 4 indicate that there is an improvement in the ability to draw PAUD

teachers from 30% to 70%. The ability to color the early childhood teachers also increased from 40% to 80%.

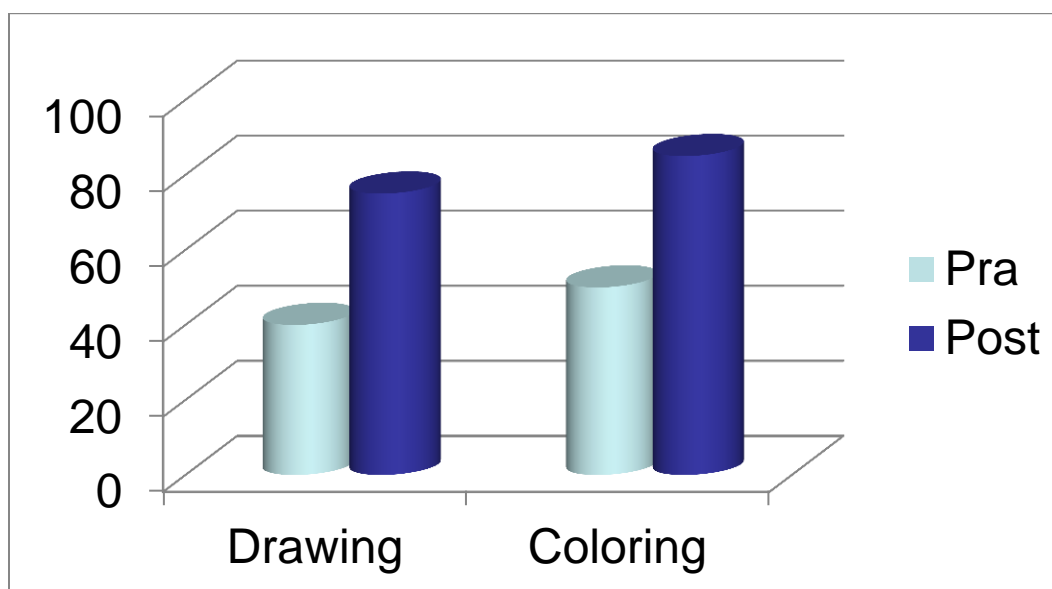


Figure 2: Developing Skill Childhood Education Teachers

4. Conclusion

Drawing and coloring is one of plan for teaching, because the function is important to improve students' creativity. This training helped Childhood education teachers mastering basic technique of drawing and coloring, so their skill can improve. By this research early childhood teachers feel that they are facilitated to improve their ability in writing and drawing skills. Many early childhood teachers who haven't received drawing training are eager to participate in this training. After this training, Childhood education teachers can make simple story book for childhood.

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