

# Analysis of Fine Art Learning to Stimulate Creativity in Kindergarten

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Article Info	Abstract
<p><b>Keywords:</b> <i>Fine Art Learning;</i> <i>Art Education;</i> <i>Children Creativity;</i> <i>Early Childhood;</i></p>	<p>Creativity is an important skill in the 21st century. One of the activities to develop creativity is through the fine arts. This study aims to describe the process of fine art learning in early childhood to develop creativity. This research is a case study approach. The subjects consist of children and teachers at Aisyiyah XI and Nurul Hidayah Kindergarten Surakarta. Analysis data using the Miles, Huberman, and Saldana Models. The results of the study show that the art learning activities carried out include drawing and colouring, painting, mosaics, montage, and collaborative work using blocks and lego. Art learning methods can promote free expression, demonstration, and collaboration. The most effective method to stimulate a child's creativity is to allow the child to express their thoughts and feelings freely. The artworks of free expression-based learning are more varied because they align with the creativity of early childhood.</p>

## 1. INTRODUCTION

Creativity plays an important role in children's development. Children develop creativity through various activities such as drawing, crafting, shaping, and painting (Alfonso-Benlliure et al., 2013). This process aims to express oneself, explore new ideas, and learn to solve problems in innovative ways (Kefi, 2009). Teachers can support children's creativity by providing a supportive and stimulating environment. Creativity has various aspects that are important in developing children's ability to generate new ideas and innovative solutions. The main aspects in the development of children's creativity include fluency, flexibility, originality, and elaboration (Rachmawati & Kurniati, 2019). Fluency refers to the ability to generate numerous ideas or solutions in a short period. Flexibility encourages children to think critically and approach problems from diverse perspectives. Originality is a key factor in producing unique and unusual ideas. Elaboration encourages children to expand on their ideas in detail.

Children's creativity is the ability of children to generate new ideas, think innovatively, and express themselves through various forms of artistic expression (Tangsi et al., 2020). Children's creativity fosters the ability to view the world uniquely and devise creative solutions to the challenges they encounter in everyday life. Teachers and parents need to support and stimulate children's creativity, helping children develop into innovative, confident, and change-ready individuals. Creativity plays a crucial role in children's development by enabling them to generate new ideas. One of the efforts to stimulate children's development is education through art. One of the key concepts in early childhood learning is the integration of play and learning through the fine arts. This is in accordance with the concept of education through art (Read, 1958). Children learn to understand the objects around them through visual type artwork. Fine arts learning can develop early childhood creativity in kindergarten.

Learning fine arts is a fun activity for children during their childhood (Latif et al., 2022). The artwork created by children has a uniqueness that sets it apart from that of adults (Becher & Wolfgang, 1977). Works of art are expressions of children that are manifested in visual form, which has an essential meaning for children (Read, 1958). Early childhood development fosters creativity through various fine arts activities, such as drawing, crafting, and

painting, which enable children to express themselves and explore new ideas. Early childhood art learning prioritizes the concept of creating or creating works (Mayar, 2022). Children, in this case, not only hone their artistic skills and develop a deep understanding of the world around them through works of art, but also cultivate their creativity (Arda, 2009). Fine arts learning in early childhood education plays a crucial role in fostering children's creativity. Through art learning, children are invited to learn in an interactive and fun way, where they can develop basic skills needed in daily life (Van Broekhoven et al., 2020). Activities such as drawing, painting, and making crafts not only train children's fine motor skills, but also enrich their imagination and creativity (Kustiawan et al., 2023). Fine arts learning provides an opportunity for children to express their feelings and thoughts through visual forms, which ultimately helps in the child's social and emotional development (Muthmainah & Yahya, 2025). In addition, learning through the medium of fine arts also encourages children to think critically, solve problems, and work together in groups, all of which are important skills in the learning process. Thus, learning fine arts is not only a means of entertainment but also an effective educational medium for shaping character and developing creativity from an early age, which can form the basic foundation in elementary education. Fine arts learning has an important role as a creative and educational means of play for early childhood. This concept aligns with the Montessori approach and developmental theory by Hurlock. In the Montessori approach, children are encouraged to learn through free exploration and creativity (Hammershøj, 2021). Fine art provides an ideal platform for this, where children can play with a variety of colors, shapes, and media. Art learning for children is a medium for expressing their thoughts, which is conveyed through works of art. The concept of fine art for early childhood explores creativity and self-expression through various visual media. Its main goal is to develop a child's understanding of shapes, colors, textures, and other visual elements, while stimulating the child's creativity. The creativity of each child is unique, differing from that of other children, and they have their own distinct expression characteristics.

Teachers need to support creativity by providing a stimulating environment that fosters their imagination. Creativity encompasses aspects of fluency, flexibility, originality, and elaboration, all of which are essential for developing children's thinking skills. Children are taught to view the world uniquely and find creative solutions to challenges. By supporting creativity, teachers can help children grow into innovative individuals and prepare them for the future. One of the activities that stimulates early childhood creativity is learning the fine arts (Mayar, 2022). Fine arts learning helps children develop imagination and creativity through various art activities, culminating in the creation of works of art. Creating artwork activities can effectively train children's creativity skills. Children use their imagination to create something unique and original. This process offers children the opportunity to explore new ideas and refine their problem-solving skills. This activity also allows children to express their feelings and thoughts through art learning. The urgency of this research is important because many teachers in kindergartens lack knowledge on how to implement learning arts suitable for early childhood. Therefore, there is a need for research that explains the implementation of art learning to help develop creativity in early childhood.

Fine arts learning is highly beneficial for developing early childhood creativity; however, several issues arise in the implementation of fine arts learning in early childhood education, particularly in the city of Surakarta. The results of the study show that the obstacles faced by early childhood education teachers, especially in the city of Surakarta, include limited facilities and infrastructure, a lack of understanding and competence of teachers in learning fine arts, children who are still adapting to fine arts learning, designing learning implementation plans and assessments, conditioning children during learning, and preparation that takes time (Nugraheni & Pamungkas, 2022). Teachers who have limited fine arts skills feel less confident in implementing fine arts learning. Teachers often possess a basic knowledge but lack a deep understanding of the latest techniques, theories, and trends in the arts. Teachers who feel unsure of their knowledge are worried about giving challenging fine arts assignments to children (Dewi et al., 2023). The limited factor of fine arts learning media is also a real challenge in organizing effective art learning. One of the main impacts of these limitations is the lack of access to varied materials and media of fine art (Wahida et al., 2024). Media limitations can also affect children's learning experiences. Children who lack access to sufficient art materials will often feel unmotivated or uninspired to participate in art activities. This can hinder the development of children's creativity (Slamet Supriyadi & Videlis Mutiara, 2025).

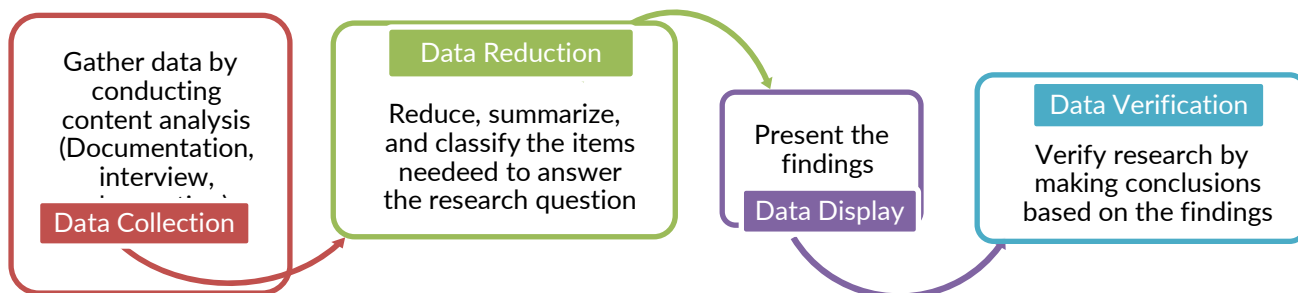
The problem of creativity found in the kindergarten of Surakarta city is that there are some children who still have difficulty pouring out ideas during free drawing activities. This can be seen when drawing, children are confused about what to draw and still ask their teachers and friends. Children do not have original or unique ideas; there are still many who imitate the pictures of their teachers and friends. In addition, children also still have difficulty giving details about the object of the picture. The problem of early childhood creativity in Surakarta is caused by teachers not knowing the appropriate activities and methods to stimulate the development of early childhood creativity. Teachers still use conventional methods with makeshift media, depriving children of the freedom to explore learning materials in their surrounding environment.

One of the activities that helps stimulate creativity is learning the fine arts. Several research studies have shown that art learning can promote early childhood creativity. Research on art learning methods in kindergartens has been done extensively. Research on the application of demonstration and demonstration methods in learning at art centres in kindergarten-age children is one way to make learning more fun and interesting (Lavey-Khan & Reddick, 2020; Mujiyem & Pamungkas, 2022). Research on the influence of the demonstration method on the

ability to draw shapes in group B children explained that the demonstration method can help children understand more deeply about the activities of drawing shapes from basic shapes (circles, squares, and triangles), including how to draw basic shapes themselves in an interesting and fun way (Aini et al., 2023). Research on the application of free expression methods to increase children's drawing creativity, because using the free drawing method can improve children's motivation to learn creative skills. The reason is that the free methods used in teaching encourage the class to be more active in challenging and interesting learning activities (Septaria et al., 2023). Other research results show that learning the arts significantly improves children's ability to generate new ideas, solve problems in innovative ways, and develop creativity (Saefurrohman, 2024). The difference between this research and previous research is that this study will specifically discuss the analysis of methods and art learning media to help develop early childhood creativity. The purpose of this study is to describe the implementation of fine art learning in two early childhood education institutions that teachers can use as an illustration of the application of fine art learning in helping to develop early childhood creativity in kindergarten.

**2. METHODS**

This research employs a qualitative case study method to compare the implementation of art learning methods in kindergartens. The researcher chose the case study to explore and examine the information in more depth. Data collection was conducted through observations, interviews, and documentation. The data collected included art learning activities in kindergartens and the implementation of art learning methods in these settings. Researchers used a literature review and interviews to collect data. The research instruments included interview guidelines to collect information on the implementation of art learning methods in kindergartens, as well as the challenges of implementing art learning in these settings. A literature review was carried out by collecting data from journals and books. The researcher conducted interviews with teachers and collected document data, including written documents, photographs, and drawings, during the observation period. The data is analysed qualitatively. The data validity techniques used in this study are source triangulation, method triangulation, and theoretical triangulation. Data analysis is carried out using interactive analysis techniques, which include the process of data collection, data condensation, data display, and conclusion drawing (Miles et al., 2020). The collected data is then analyzed, coded, categorized by theme, and classified. The final stage involves drawing conclusions and verification. The results of the data interpretation are concluded and validated based on data extracted from field reports or existing documents. Data verification is carried out by describing findings based on theory to conclude about the informants. The data analysis techniques are illustrated in Figure 1.



**Figure 1. Data Analysis Techniques**

Data was collected through interviews with various resource persons, namely principals and teachers at Aisiyah XI Kindergarten and Aisiyah Nurul Hidayah Kindergarten in Surakarta City. Furthermore, the data obtained will undergo condensation, namely selecting, focusing, simplifying, and transforming the data so that it becomes denser. After condensation, the data will be presented in the form of narrative text and then analysed and presented in the form of interview notes by listing the appropriate codes. Data verification is the final stage where the researcher makes conclusions supported by strong and valid evidence.

**Table 1. Research Subject Data**

Organization Name	Subject	Number of Subjects
Aisiyah XI Kindergarten	Headmaster	1
	Teachers	2
	Students	20
Aisiyah Nurul Hidayah Kindergarten	Headmaster	1

	Teachers	2
	Students	20
Total		46

One of the characteristics of qualitative research is that the researcher acts as both an instrument and a data collector. Non-human instruments, such as documentation guidelines, interview guidelines, and observation guidelines, can be used; however, their primary function is to support the researcher's task as key instruments. Therefore, in qualitative research, the presence of researchers is essential because they must interact with both human and non-human elements of the environment during the research. The data collection techniques and instruments used in this study are presented in Table 2.

**Table 2. Research Instrument**

Data Collection Techniques	Instruments	Indicator
Documentation	Documentation Guidelines	<ul style="list-style-type: none"> <li>• Implementation of Fine Arts Learning Methods</li> <li>• The Activities of Fine Art Learning in Kindergarten</li> </ul>
Interview	Open or unstructured interview guidelines (list of questions)	<ul style="list-style-type: none"> <li>• Planning of early childhood fine art learning</li> <li>• Support facilities of early childhood fine art learning</li> <li>• Early childhood fine art learning and strategies</li> <li>• Evaluation of early childhood fine art learning</li> </ul>
Observation	Open or unstructured Observation Guidelines	<ul style="list-style-type: none"> <li>• Implementation of early childhood fine art learning</li> <li>• Development of early childhood fine art learning</li> <li>• Places for early childhood fine art learning</li> </ul>

Triangulation is a data collection technique that combines several existing data collection techniques and data sources. Triangulation can also be interpreted as an effort to verify the accuracy of data or information obtained by researchers from different perspectives, thereby minimizing as much as possible the differences that occur during data collection and analysis. Triangulation in this study is a triangulation method. The triangulation method involves comparing information or data in different ways. In this study, interview, observation, and documentation methods were employed to collect data and simultaneously test the credibility of the data.

The steps of this research began with the selection of themes, topics, and cases, namely art learning to develop early childhood creativity. After the case is obtained, the researcher collects as much relevant literature and reading materials as possible, including scientific journals, the results of previous research, and books related to the case. A crucial step in any study is to define the focus and problem clearly. The focus of this research is on early childhood art learning. Data collection can be obtained through several techniques, including interviews, observations, and documentation. After the data is collected, the researcher conducts data processing, which involves verifying the accuracy of the data, compiling it, categorizing it, and correcting unclear interview responses. This stage is done to facilitate the analysis stage. After the data, in the form of transcripts of interviews and observational results, as well as documentation, is considered complete and accurate, the researcher conducts data analysis. Data analysis is the most crucial stage because it is from this stage that important information is obtained in the form of research findings. The flow of the research is illustrated in Figure 2.

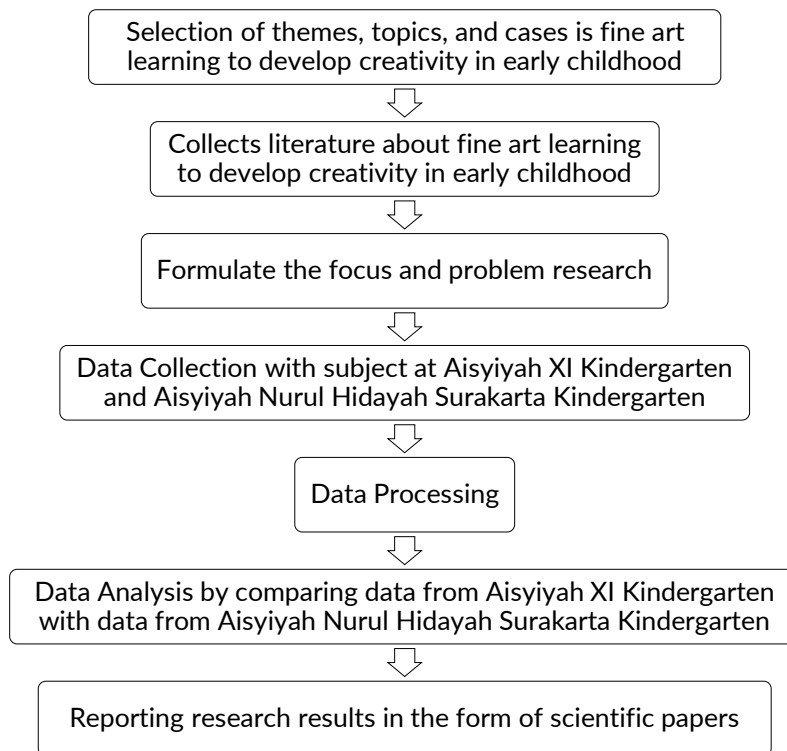


Figure 2. Research Flow

### 3. RESULT AND DISCUSSION







#### *The Methods of Fine Art Learning in Kindergarten*

Art learning in Kindergarten includes a wide range of activities. Art learning is provided alternately and is outlined in the learning program plan. The method of fine art learning is given through demonstration, free expression, and collaboration. Table 3 shows the results of fine art learning at Aisiyiah XI and Aisiyiah Nurul Hidayah Kindergarten.

**Table 3. The Methods of Fine Art Learning in Kindergarten**

Methods	Aisiyiah XI Surakarta Kindergarten	Aisiyiah Nurul Hidayah Kindergarten
Demonstration	Fine art learning with the children's demonstration method imitates the images demonstrated by the teacher	Fine art learning demonstration method is seen when children observe a certain object, then imitate it, which is visualized through pictures
Free Expression	Children are free to work according to their own expressions, without examples from teachers, so that the results of children's artwork are varied	Children are given the freedom to express their thoughts, feelings, and creativity in a freer way, according to their imagination, to express authentically, and they are excited
Collaborative	The teacher provides initial stimulation by giving a demonstration of the basic shape of the object, and then the child is free to continue the artwork according to their creativity. The teacher demonstrates half, and the other half is according to the child's creativity	The teacher will introduce the means of car transportation, then provide basic techniques on how to create the general shape of a car, such as a rectangle and a circle for the wheels. After that, for the shape of the window, lights, colors, and other variations are released according to the child's creativity

**Table 4. Documentation of the Implementation of Fine Arts Learning Methods in Kindergarten**

Methods	Aisyiyah XI Surakarta	Aisyiyah Nurul Hidayah
<p><b>Demonstration</b>                      Aiyiyah XI Surakarta Kindergarten:                      The teacher demonstrates how to draw by providing examples to the children in front of the class.                      Aisyiyah Nurul Hidayah Kindergarten:                      The teacher demonstrates a painting technique by giving examples to the children in front of the class.</p>		
<p><b>Free Expression</b>                      Aiyiyah XI Surakarta Kindergarten:                      Children are painting using the method of free expression according to their imagination and creativity without any examples from their teachers.                      Aisyiyah Nurul Hidayah Kindergarten:                      Children are drawing using a method of free expression, guided by their imagination and creativity, without any examples from their teacher.</p>		
<p><b>Collaborative</b>                      Aiyiyah XI Surakarta Kindergarten:                      The child is drawing by giving an example from the teacher, and then asked to complete the other parts of the drawing according to their creativity.                      Aisyiyah Nurul Hidayah Kindergarten:                      Involve children in collaboration with their friends, allowing them to learn from sharing ideas and experiences while creating artworks.</p>		

The art learning at Aiyiyah XI Surakarta Kindergarten is quite diverse, including various techniques such as cutting, folding, gluing, painting, and forming patterns. Most art learning tends to follow a demonstration method, where the teacher provides an example and then the child replicates it. The majority of activities are example-based, so children's exploration of art is still limited because they tend to imitate more. The media used is mostly conventional, such as origami paper, banana fronds, shirt buttons, and unit beams. There are extracurricular painting activities, led by outside teachers. Aisyiyah XI Surakarta Kindergarten employs an art learning method that involves demonstrations, where children imitate examples provided by the teacher. Fine art learning is closely related to the development of potential, especially in early childhood, a crucial stage of growth (Tandirli, 2012). Education at this stage must be tailored to the individual needs of children, who are the primary responsibility of parents and educators. In this context, art is not only considered a creative expression but also a means to meet the needs of children's development, especially in cognitive, motor, social-emotional, and language aspects (Mayar, 2022). It is essential to remember that this growth process not only occurs in the early stages of life but also continues throughout the child's age range. Stimuli presented to a child at an early age have a profound impact on their development throughout life. Therefore, the attention and effort devoted to maximizing development at an early stage can form a solid foundation for later growth. It is essential for teachers to fully understand and adapt to a child's developmental needs. Only in this way can teaching have a real positive impact on the child's future

growth and development. The understanding and application of the art approach in the children's learning process will play an important role in meeting the needs of children's integral development.

Fine art is an artistic field that involves creating visual works that can be seen and appreciated visually. This conception encompasses any form of creative expression that utilizes elements such as lines, colors, shapes, textures, spaces, and values to create works that possess a certain aesthetic beauty or convey a specific message. Fine art encompasses a diverse range of forms, including painting, sculpture, graphics, photography, handicrafts, digital art, installation, and other media. The purpose of art can be varied, ranging from self-expression and the communication of ideas or emotions to reflecting the social, cultural, or environmental realities that surround it. Activities in fine art include observing the beauty of objects and creating aesthetic experiences that are unique to each individual. Fine arts learning is a child's education that focuses on the development of visual intelligence, also known as visual intelligence (Telaumbanua & Bu'ulolo, 2024). In the early childhood education process, it is important to include art as an integral part of every lesson. This is because, at that age, children tend to be naturally interested in the beauty, fun, and excitement that can be found in art activities. In this context, children are encouraged to have the ability to understand objects thoroughly and in detail. Understanding objects is achieved through various stages of learning, including observation, association, understanding of forms, and expression. Understanding form is a crucial foundation in learning the fine arts. Children are taught to recognize basic shapes, object structures, and relationships between parts. Through understanding shapes, children can develop the ability to analyze and interpret the works of art or objects observed. Expression is the final stage in the art learning process. Children are allowed to convey their understanding of objects through creative expression. The benefits of the fine arts for early childhood development include enhancing children's fine motor skills, fostering imagination and creativity through the arts, improving problem-solving skills, and increasing emotional intelligence (Saefurrohman, 2024). This is in accordance with the results of an interview with the Aisyiyah XI Surakarta Kindergarten class teacher, who stated that.

*"One of the implementations of fine arts learning activities at Aisyiyah XI Surakarta Kindergarten is learning through collage activities to increase early childhood creativity. Collage activities have the potential to stimulate children's growth and development, encouraging them to have new ideas. Through collage activities, children can develop their creative potential, affecting aspects of art, physical, motor, and socio-emotional development. It is hoped that collage activities can increase children's creativity, especially in kindergarten institutions." (the teacher said)*

*"Teachers are expected to be able to manage fine arts learning properly and optimally. It is not surprising that collage, as an activity involving the attachment and gluing of objects to create works, has a positive impact on children's creativity, especially in the aspect of incorporating collage materials into sketches or drawings. In managing art learning through collage activities to increase early childhood creativity, teachers need to have an understanding of the stages of art development in early childhood. This involves understanding the elements in fine art. Thus, teachers can design appropriate stimulation through collage activities, aiming to optimize early childhood creativity to develop." (the headmaster added)*

Fine arts learning has proven to be a useful approach in developing early childhood creativity at Aisyiyah XI Kindergarten in Surakarta. Learning art can foster early childhood creativity, as evidenced by more diverse and original artworks, and reflect children's imaginative thinking. These findings provide strong evidence that art learning offers the ideal platform for early childhood to express themselves creatively and stimulate the development of children's imagination. Fine arts learning has a positive impact on the development of children's fine and gross motor skills. Activities such as painting, drawing, coloring, and creating artwork from a variety of materials involve intricate hand and body movements, which help improve a child's coordination of motion and dexterity. This shows that learning fine arts is not only beneficial for the development of creativity, but also supports the development of important physical abilities in early childhood. Additionally, learning fine arts can enhance early childhood confidence in visual expression.

#### *The Activities of Fine Art Learning in Kindergarten*

Fine arts learning activities in kindergarten play a crucial role in various aspects of early childhood development. Fine art activities are effective learning in supporting children's fine motor, cognitive, and social-emotional development. Children's art learning activities can express their imagination, which is often reflected in the forms they create. Various activities, such as drawing, painting, collage, and other fine art forms, can help children become familiar with shapes, colors, and textures. An example of the implementation of fine arts learning activities at Aisyiyah XI Kindergarten and Aisyiyah Nurul Hidayah Kindergarten is presented in Table 5.

**Table 5. The Activities of Fine Art Learning in Kindergarten**

**Drawing and Coloring**

Drawing is creating an arrangement of lines or strokes that make up a particular object of an image, moving the original object into the visual on the image plane. Drawing involves moving the original object onto the drawing medium using lines and colors.



**Painting**

Painting is a learning that involves creating shapes, colors, and lines on a canvas using paint media. Children often create paintings that reflect their feelings through bright colors. Children can use the technique of brushstrokes or finger painting. The expression of each stroke represents its own meaning for the child.



**Mosaics**

Mosaics have a texture formed from pieces of material. Mosaic is a work of art using a type of material that is cut into pieces or has been in the form of pieces and then arranged by sticking it on a flat plane by gluing. Creating mosaics requires materials that are safe and child-friendly, such as eggshells or shreds of paper.



**Montase**

Montase is a work created from a combination of various ready-made materials, including images from newspapers, magazines, calendars, and other print media. The pictures or photos contained in the print media are cut into pieces and then rearranged and glued to form art.



**Collaborative using blocks and lego**

The work involves shaping houses from unit blocks and Legos. The benefit of being creative with unit blocks and Legos is developing creativity in building the homes that children want. Collaborative artworks involve children working together with their friends, allowing them to learn to share ideas and experiences in the process of creating artworks.



One of the implementations of fine arts learning at Aisyiyah Nurul Hidayah Kindergarten Surakarta is drawing and coloring activities. Aisyiyah Nurul Hidayah Kindergarten encourages exploration with a free expression method approach, where children are free to express themselves according to their imagination and creativity. The benefits of drawing for early childhood development include supporting the function of the right hemisphere. Through learning to draw from an early age, children can stimulate the development of their right hemisphere more quickly, which in turn can improve the child's overall creativity. Drawing can improve a child's memory. Early childhood is better equipped to remember things experienced through visual means, such as images or imagery. Therefore, by learning to draw from an early age, children can strengthen their ability to recall the information they have received (Mayar, 2022). Drawing activities help children develop their fine motor skills more effectively and allow them to be more creative. When children draw, they can maintain focus on the activity, even in crowded situations. Thus, drawing can help improve early childhood concentration and perseverance skills. This demonstrates that children can learn to resist external distractions and stay focused on the task at hand, a valuable ability in both the learning process and daily life. The benefits of learning fine arts through drawing and coloring activities were conveyed by the class teacher, who said like this.

*"Learning fine arts through drawing and coloring activities, children are taught to be more patient, diligent, and meticulous, which is reflected in their more detailed works. For example, in drawing landscapes, children will pay attention to details such as houses, trees, rice fields, livestock, and other small elements that may be missed by people who are less patient or diligent. This demonstrates that through the study of fine arts, early childhood can develop patience, perseverance, and precision –essential qualities for the future development of a child's character. Drawing and coloring activities can develop children's fine motor skills. Fine motor development is the ability to use the small muscles of the hands, fingers, and wrists to perform smooth and precise movements. Through activities such as drawing and coloring, children can develop hand-eye coordination and fine motor skills." (The teacher said)*

*"When drawing, children have to control the pencil by hand to create a picture or idea that comes to mind in their minds. This process requires coordination between the eye that sees the object to be drawn and the hand that moves the pencil to create the image. When coloring, children must control hand movements with precision to fill in the colors in the image. Children also learn to hold crayons or colored pencils appropriately and apply them to the desired area. This activity helps develop children's fine motor skills."(The headmaster added)*

Fine arts learning can develop imagination and creativity in early childhood. The development of imagination and creativity through the arts is a process that enables children to express themselves freely and creatively, ultimately fostering their imagination and expanding their creative thinking. There are several ways in which fine arts learning supports the development of imagination and creativity in early childhood, first through the exploration of ideas and feelings. Fine art provides a medium for children to express their ideas, experiences, and emotions in an infinite variety of ways. Children can use a variety of media, techniques, and styles to realize whatever is in their mind or heart. Second, be imaginative and creative. Through art, children are invited to imagine the world around them and create something unique from their own perspective. Kids can create visual representations of anything they can imagine, from fantasy monsters to space scenes. Third, find creative solutions. Children learn to think critically and find innovative solutions to problems they encounter in their artwork. Children may have to find new ways to solve problems in the design or composition of their artwork. Fourth, increase the flexibility of thinking. In fine arts, there are no rigid rules. Children are encouraged to explore, experiment, and try new things. This helps children become more flexible in their thinking and open to various possibilities. Fifth, appreciating uniqueness and creativity. By being given the freedom to express themselves in the arts, children learn to enjoy their own individuality as well as the uniqueness of others. Children realize that differences are valuable, and that every work of art has its own intrinsic value (Telaumbanua & Bu'ulolo, 2024).

Participation in art learning activities provides children with an opportunity to face creative challenges and find solutions to their own problems, ultimately enhancing their problem-solving skills. In learning the fine arts, children often face creative challenges, such as finding new ways to bring their ideas to life in artwork. This triggers the critical and creative thinking process necessary to find satisfactory solutions. Children are encouraged to experiment with various techniques, media, and concepts in the fine arts. When something doesn't work out as expected, they're invited to try again with a different approach. This process enables the child to learn from mistakes and discover more effective solutions. Many fine art projects involve project-based problem-solving, where children must plan, design, and execute their ideas to achieve a specific goal in their artwork (Saefurrohman, 2024). This involves organizing ideas, making decisions, and systematically solving problems. When limited by the limitations of certain materials or techniques, children learn to think creatively in overcoming these obstacles. Children may find unconventional solutions or use available resources in new and innovative ways. In fine arts learning, children are taught that failure is a natural part of the creative process, and it's essential to view it as an opportunity for learning and growth. This helps children become more resilient and confident in facing future challenges. In the process of creating artwork, children can express a wide range of emotions such as joy, worry,

sadness, or anxiety. It enables children to explore and understand their feelings positively and creatively. Fine arts learning also provides children with an alternative to managing their emotions. Early childhood learners learn that art can be used as a tool to relieve stress, overcome anxiety, or express difficult feelings.

#### *The Difference Between Fine Art Learning at Aisyiyah XI Kindergarten and Aisyiyah Nurul Hidayah Kindergarten*

Fine art learning at Aisyiyah XI and Aisyiyah Nurul Hidayah Kindergarten has similarities and differences. The similarity is that both have applied art learning with various media. Both use performances, simple exhibitions, and show-and-tell, and involve culturally based art learning, such as traditional games. Through performances, exhibitions, and show-and-tell, children can develop their creativity. The difference between art learning at Aisyiyah XI Kindergarten and Aisyiyah Nurul Hidayah Kindergarten is that art learning at Aisyiyah XI Kindergarten includes fine arts and dance arts. Meanwhile, at Aisyiyah Nurul Hidayah, art learning is primarily focused on fine art. Another difference is evident in the aspects of method, media, and creativity, as shown in Table 6.

**Table 6. The Difference Between Art Learning in Aisyiyah XI and Aisyiyah Nurul Hidayah Kindergarten**

Aspects	Aisyiyah XI Kindergarten	Aisyiyah Nurul Hidayah Kindergarten
Method	The demonstration method provides a clear structure, but it does not leave room for innovation. Children tend to imitate the examples given by teachers, which limits the level of exploration and creativity.	With a free and collaborative exploratory method, children have the opportunity to develop creativity more optimally. These activities also support group cooperation, which is important for social development.
Media	Still more fixated on conventional media such as folding paper or origami, glue, and scissors.	More innovative media uses cotton buds, tissues, ice cream sticks, threads, and straws.
Creativity	Still, more often using strict instruction methods (demonstrations by teachers), so children's creativity is still limited.	A more flexible method for expressing oneself creatively. This gives children the freedom to experiment and imagine.

Learning methods are various approaches and strategies used to help children understand and master learning materials (Subakti et al., 2022). Learning methods play a crucial role in the learning process, enabling the achievement of desired learning goals. The art learning method is a strategy used by teachers to help children understand and master skills in making art (Mayar, 2022). The art learning method is a teaching technique used by teachers to facilitate children's understanding and creation of art. Art learning methods for children can be carried out through various approaches. These methods include free expression, demonstration methods, methods of imitating or observing objects, and collaborative methods. One method often used is free expression, where children are given the freedom to express their ideas and feelings without restrictions. Additionally, the demonstration method is also effective, where the teacher provides examples in stages that are followed by the children. The method of imitating or observing objects teaches children to observe certain objects and visualise them through images. The collaborative method involves children working together with their friends, allowing them to learn to share ideas and experiences while creating art.

In the learning method of free expression art, children are free to work according to their expressions, without being guided or demonstrated by their teachers (Mayar, 2022). The results of each child's free expression-based learning artwork are more varied because they reflect their individual imagination. The free expression method is one of the approaches in learning that gives children the freedom to express their thoughts, feelings, and creativity more openly and creatively. The free expression method aims to encourage children to express themselves more personally and authentically, thereby allowing children to be more involved and excited in the art learning process. Research on the application of free expression methods to increase children's drawing creativity, because using the free drawing method can improve children's motivation to learn creative skills. The reason is that the free methods used in teaching encourage the class to be more active in challenging and interesting learning activities (Septaria et al., 2023). Other research results show that learning the art of free expression significantly improves children's ability to generate new ideas, solve problems in innovative ways, and develop creativity (Saefurrohman, 2024). Thus, it can be said that the method applied at Aisyiyah Nurul Hidayah Kindergarten is one of the interesting and fun art learning methods for early childhood.

The art learning method is demonstration-based; children imitate or follow the step-by-step instructions demonstrated by their teachers. (Astuti et al., 2016). The demonstration learning method helps children if their artistic development is still lacking. Step by step, given by the teacher, children can more easily understand the basic techniques of art. The demonstration method also plays a crucial role in boosting children's confidence in their creativity, particularly for those who require more in-depth guidance in developing their artistic skills. Teachers can provide examples or demonstrations of relevant art techniques directly to children. This helps eliminate children's fear of creating artwork. Based on the study's results, it is noted that the application of the demonstration method in art learning has proven to be interesting and enjoyable for children (Mujiyem & Pamungkas, 2022). The results of the study are supported by other studies that demonstrate the influence of the demonstration method on the ability to draw shapes in children from group B. (Aini et al., 2023). In addition, studies

have shown the role of demonstration methods in increasing children's creativity, which can be observed in various aspects, such as cutting out patterns, thickening lines, sticking to pictures, drawing, and colouring pictures. Children's creativity increases after the use of the demonstration method as a learning approach, which involves providing direct examples and demonstrating. (Susanti, 2014). Thus, it can be said that the method applied at Aisiyiah XI Kindergarten is one of the interesting and fun art learning methods for early childhood.

The collaborative method is a combined method of the demonstration method and the method of free expression. The implementation of the collaborative process in art learning in kindergartens involves teachers providing initial stimulation by providing a demonstration of the basic form of an object discussed, and then children are free to continue the work with their own expressions and creativity (Tangsi et al., 2020). This collaborative learning method can be said to be half demonstrated by the teacher, and the other half by the students, to provide freedom of expression according to the imagination and creativity of each child (Yalçın & Erden, 2021). An example of the implementation of this collaborative method is that the teacher will explain and introduce the means of car transportation. First, the teacher will provide basic techniques for creating the general shape of a car, including a rectangle and a circle for the wheels. After that, for the shape of the window, lights, colours, and other variations are released according to the child's expression.

Based on the three art learning methods, the free expression method is an effective way to help develop children's creativity. Art learning activities with the free expression method can effectively train children's creativity skills (Telaumbanua & Bu'ulolo, 2024). Children are free to express themselves through their imagination, creating something unique and original. This process offers children the opportunity to explore new ideas and refine their problem-solving skills. The method of free expression also allows children to express their feelings and creative thoughts through art media, without any limitations imposed by teachers (Bunce & Woolley, 2021). This enables children to enhance their ability to think creatively and generate new ideas. Imagination in making art is the initial foundation to realise an idea in the form of a work of art. Overall, the free expression method provides a strong foundation for aspects of child development, especially in terms of creativity. Both schools have implemented art development well, but there needs to be a more exploration-based approach and greater emphasis on child creativity. Aisiyiah XI Surakarta Kindergarten remains oriented towards teacher instruction, whereas Aisiyiah Nurul Hidayah Surakarta Kindergarten is more exploratory in its approach. This can affect the child's level of creativity. Although both schools have implemented art development well, Aisiyiah Nurul Hidayah Surakarta Kindergarten encourages exploration more than Aisiyiah XI Surakarta Kindergarten, which remains demonstration-based, where children imitate the examples given by the teacher. Therefore, early childhood education institutions need to allocate more space for children to explore the arts according to their creativity. It is suggested that art learning provides more freedom for children to experiment, rather than just imitating the example given by the teacher. The use of more diverse and innovative media can help increase children's exploration of creativity.

Creativity in children is the ability to generate new ideas, think innovatively, and express themselves through various forms of artistic expression (Nugraheni & Pamungkas, 2022). Children's creativity fosters the ability to view the world uniquely and devise creative solutions to the challenges they encounter in everyday life. Children tend to show high interest when allowed to create, whether through drawing, colouring, painting, or making crafts. Children enjoy the process without overthinking the result, which reflects the child's freedom of expression. Teachers who provide freedom and positive support can increase children's confidence in their work (Kustiawan et al., 2023). On the other hand, overly strict restrictions can hinder children's exploration. The importance of early childhood art experiences in providing ideal opportunities to enhance children's learning and development. Early childhood is a golden period for all learning and development, and the adults around his environment are key to his stimulation. Early childhood artists and educators are also positioned to make a positive impact on art skills that contribute to the optimization of children's development.

Some of the challenges encountered include limited materials, time constraints, and a lack of understanding among teachers in managing art learning that aligns with the stages of child development. The results of the study show that the limitations of teachers' skills, such as art knowledge and creativity level, are a challenge in themselves. Teachers' ability to build art skills and knowledge is hampered by limited time and resources (Muthmainah & Yahya, 2025). The variety of art learning practised by kindergarten teachers is still limited. If the art experience of prospective teachers during higher education is not optimal, then it is likely that teachers will only teach art in the same way as when they were children. Peer teaching can enhance teachers' confidence in teaching art, imparting knowledge, and developing skills in the field of art. Furthermore, the availability of high-quality equipment and materials, as well as collaborative learning and experiences, has proven effective in developing teachers' self-efficacy. This condition is not yet fully established in the field, so various art skill development training sessions need to be conducted to prove it.

#### **4. CONCLUSION**

Fine art learning plays a crucial role in various aspects of child development. The analysis of the results from this study reveals that fine art learning in kindergarten plays a significant role in shaping children's creativity. Efforts

to increase the variety of media and exploratory methods are expected to have a positive impact on the development of early childhood potential. Therefore, support is needed for the procurement of art tools and materials, as well as training for teachers. Early childhood fine art learning recommends using a variety of media and free expression methods that allow for exploration, enabling children to develop their creativity optimally.

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