

The Role of Art Education in Developing Creativity and Expression in Early Childhood

Nandi Saefurrohman¹

Sekolah Tinggi Kesenian Wilwatikta (STKW) Surabaya

Email: nandisaefurrohman@yahoo.com

DOI:<https://doi.org/10.62872/s13px737>

Abstract

The purpose of this article is to explore the role of art education in developing creativity and emotional expression in early childhood. This research uses a qualitative approach. The research design is a case study, which allows for in-depth analysis of the phenomenon of art education in early childhood education environments. The participants in this study are teachers and caregivers who teach art in the school. The expected total number of participants is 50 teachers. The data collection techniques used include observation, in-depth interviews, and document analysis. The results of the study show that art education significantly enhances children's ability to generate new ideas, take creative risks, and solve problems in innovative ways. Art activities have also been proven to help children express emotions and enhance emotional well-being. In addition, art education contributes to understanding basic concepts in academic subjects and the development of fine and gross motor skills. The implications of this research indicate that art education is a key element in supporting the holistic development of early childhood. Therefore, it is important for educators, parents, and communities to integrate art into children's daily lives..

Keywords: Early Childhood, Expression, Creativity, Art Education.

Copyright (c) 2024 Nandi Saefurrohman

Corresponding author:

Email Address:nandisaefurrohman@yahoo.com

Received May 15, 2024, Accepted June 20,2024, Published June 27, 2024

Introduction

Art education is a learning process that integrates various forms of art such as music, dance, theater, and visual arts into the curriculum (Nikolaou, 2023). The main goal of art education is to develop the creative, aesthetic, and expressive abilities of students (Pulu, 2023). Through various artistic activities, individuals not only learn to recognize and appreciate beauty but also express themselves creatively. Art education also teaches students to understand and respond to works of art in a deep and reflective way, enriching their emotional and intellectual lives (Aulia, 2024). In the context of formal education, art education includes various activities designed to develop students' talents and interests in the field of art (Ramadhani, 2023).

Art education plays a very important role in the development of creativity and expression in early childhood (Oktaviani, 2024). At this stage of development, children are in an intensive exploration phase, where they begin to understand the world around them in various ways. Art, in its various forms such as drawing, painting, singing, and dancing, provides a rich medium for self-expression and the development of creative skills (Satria, 2023). The creative process involved in artistic activities helps children learn to think outside the box and develop new innovative ideas. Through art, children can explore their imagination more freely and deeply (Pratama, 2023). When children draw or paint, transforming imagination into tangible visual forms, it helps them understand and communicate their internal world.

Activities like these not only nurture creativity but also strengthen fine motor skills, hand-eye coordination, and the ability to focus. Thus, art education is not just about the end result but also about the creative process that takes place during the activity (Pebrianty, 2023). Art education plays a crucial role in the development of children's social and emotional skills (Harianja, 2023). Through art, children learn to express their feelings in a constructive and positive way (Yasa, 2024). They learn to overcome negative emotions and channel them through creative mediums. This helps children develop empathy, patience, and appreciation for the work of others. In a group context, art activities such as drama or music can enhance teamwork and communication skills (Widiyawati, 2024). Art education also provides children with opportunities to explore and appreciate cultural diversity. By introducing various forms of art from different cultures, children learn about different traditions, values, and perspectives (Novriadi, 2023). This is important in building mutual respect and cross-cultural understanding. Art can be a tool for teaching history and cultural values to children in an engaging and easily understandable way (Rahma, 2024).

The importance of art education in early childhood curriculum is increasingly recognized by educators and child development experts (Ratnasari, 2022). Positive art experiences can have significant long-term impacts on children's development. Children who engage in art activities tend to have better academic achievements, stronger social skills, and higher emotional well-being (Nurdjati, 2024). Integrating art education into early childhood education programs is a strategic step to ensure holistic child development. In an educational environment, educators play a crucial role in nurturing children's artistic potential (Setiaji, 2023). Teachers and caregivers should provide a variety of art materials and tools, as well as a supportive environment for creative exploration (Yanuarsari, 2023). Additionally, it is important for educators to provide encouragement and appreciation for children's efforts and artwork. Positive feedback can boost children's self-confidence and motivate them to further develop their skills.

Parental involvement is crucial in supporting children's art education (Ritonga, 2023). Parents can provide a home environment rich in artistic experiences, such as art materials, books about art, and opportunities to visit art galleries or art performances. Additionally, parents can support children by engaging in art activities together, providing encouragement, and appreciating their efforts and creations. With support from home and school, children can fully benefit from art education (Ar, 2023). In the current digital era, technology can be used to enrich art education. There are many applications and online platforms that provide tools and resources for art exploration (Sahnir, 2023). The combination of technology and traditional media can provide a richer and more diverse experience (Yanti, 2024). Thus, art education can continue to evolve and adapt to the changing times (Shalehah, 2023). Art education not only serves as a tool for individual development but also plays an important role in building a creative and expressive community. Children who engage in art activities tend to grow into individuals who are more open, innovative, and adaptive. They learn to appreciate beauty, understand complexity, and pursue creative solutions to problems. Based on the background outlined, the author is interested in understanding the role of art education in the development of creativity and expression in early childhood.

Method

This research uses a qualitative approach to examine the role of art education in the development of creativity and expression in early childhood. The qualitative research method was chosen because it allows researchers to gain a deep understanding of children's and teachers' experiences and perceptions regarding the impact of art education. The design of this research is a case study, which allows for in-depth analysis of the phenomenon of art education in early childhood education environments. The case study will be conducted in several kindergartens that have art education programs as part of the curriculum, with location

selection through purposive sampling to ensure variation in the implementation of art programs.

The participants in this study are teachers and caregivers who teach art at the school. The expected total number of participants is 50 teachers, selected purposively to obtain a representative overview of various backgrounds and levels of art skills. The data collection techniques used include observation, in-depth interviews, and document analysis. Observation is conducted to directly observe art activities in the classroom and children's interactions with art materials and tasks. In-depth interviews are conducted with teachers and caregivers to gain insights into art teaching methods, perceptions of the importance of art education, and observations of children's development. In addition, interviews are also conducted with several children (with parental consent) to understand their experiences with art education. Document analysis includes reviewing art curriculum, lesson plans, and children's artworks to provide additional information about the structure and content of the art education program. The following Table 1 represents the characteristics of the respondents.

Table 1. Characteristics of Respondents

Characteristics of Respondents		Respondents	Number of Respondents
Gender	Male	18	50
	Female	32	
Age	20-30 Years	22	50
	31-40 Years	18	
	41-50 Years	10	
Education	Bachelor's Degree (S1)	48	50
	Master's Degree (S2)	2	
	Doctoral Degree (S3)	0	
School of Origin	Bina Karya Kindergarten	10	50
	Cahaya Bunda Kindergarten	10	
	Darussalam Kindergarten	10	
	Insan Cendikia Islamic Kindergarten	10	
	Permai Kindergarten	10	

Results and Discussion

This study explores teachers' views on the role of art education in the development of creativity and expression in early childhood. Using in-depth interviews, this research involved 50 kindergarten teachers in the city of Surabaya. The selection of respondents aims to obtain a broad and diverse perspective on the role of art education in the development of creativity and expression in early childhood. This in-depth interview process is designed to explore teachers' views and experiences in detail. Table 2 below shows the interview results.

Table 2. Interview Results

Interview Topic	Interview Questions	Yes	No	Total Respondents
Influence of Art Education on Creativity	Is there an improvement in children's ability to generate new ideas?	45	5	50

	Is there an increase in willingness to take risks in art learning?	40	10	50
	Is there an increase in creativity in the learning process when using art?	39	11	50
Influence of Art Education on Expression	Do children find it easier to express their feelings through art compared to other ways?	44	5	50
	Do you see children using specific colors, shapes, or movements to express emotions?	40	10	50

Based on Table 2, the interview results show that art education plays a role in the creativity and expression of early childhood (Setiaji, 2023); (Fahmi, 2024). Art provides children with the freedom to imagine and experiment with various colors, shapes, and materials. There are no right or wrong answers in art, which encourages children to think creatively and seek innovative solutions. When children create collages from various materials, they learn to combine different elements to create something unique. This process teaches children to think outside the box and develop problem-solving skills.

Art education plays an important role in the development of young children, not only in terms of artistic skills but also in the development of creativity, which is an important aspect of cognitive and emotional growth in children (Habbah, 2024). Young children have incredible creative potential, and art education provides the perfect medium for expressing that potential. Art education provides various benefits that contribute to the holistic development of children (Rohmah, 2023). Art education enhances children's creative thinking abilities. Through art activities such as drawing, painting, and crafting, children learn to think and find innovative solutions to problems they face. The process of creating art encourages children to explore new and different ideas, which in turn stimulates their creative thinking abilities. These activities also provide freedom to express their ideas and feelings without limitations (Telaumbanua, 2024). Art education plays a role in developing children's fine motor skills (Maryani, 2023). Art activities such as drawing and cutting paper help children sharpen their fine motor skills, which are important for daily tasks such as writing, tying shoelaces, and using utensils. When children work with art materials, they learn to better control hand and finger movements, which is an important foundation for the development of other skills.

Art education enhances children's communication skills (Ekardo, 2023). Art provides a way for children to express themselves when words are not enough. Through art, children can express their feelings, experiences, and views about the world. Discussing artwork with parents, teachers, or friends also enriches children's vocabulary and speaking abilities. This is important for the development of both verbal and non-verbal communication. Art education fosters children's emotional sensitivity (Hidayat, 2023). The process of creating art allows children to identify and manage emotions. Art education builds children's self-confidence. When children see the results of their artwork, they feel proud and confident. Recognition from parents, teachers, and friends for their artwork also strengthens their self-confidence (Jenepa, 2023). This growing self-confidence is important for encouraging children to try new

things and face challenges with more confidence. Success in art provides a sense of achievement and motivation to continue creating.

Art education develops children's social skills. Art activities are often done in groups, which provide opportunities for children to learn to cooperate, share, and collaborate (Cici, 2024). Through collaborative art projects, children learn the importance of teamwork, respecting others' ideas, and developing the ability to communicate effectively with peers. This helps children build healthy and strong social relationships. Art education provides children with space to explore their identities. Art education promotes fun and interactive learning. Art makes the learning process more engaging and enjoyable for children. Through play and experimentation in art, children learn in an interactive and enjoyable way. This not only makes them more enthusiastic about learning but also helps them retain information better. Art education creates a positive and supportive learning environment, which is important for overall child development (Pratama, 2023).

Art activities enrich the language and communication development of children (Tumbel, 2023). When children talk about artworks, they learn new words and develop the ability to construct more complex sentences. Discussions about art also encourage children to describe ideas and feelings verbally, enhancing their communication skills. Additionally, art education can teach children how to read and understand visual symbols, which are important skills in everyday communication. Besides improving communication skills, art also encourages children to use their imagination and creativity. When given the freedom to create, children can develop their own stories, characters, and worlds. The process of creating art also teaches children the importance of patience and perseverance (Munawarah, 2024). Often, creating art requires significant time and effort. Children learn that to achieve satisfying results, they need to work diligently and not easily give up. This experience helps them develop important skills that can be applied in various aspects of their lives, including learning and playing. Art education makes the learning process more enjoyable and engaging for children. Through art, children can learn important concepts in an interactive and creative way. Art helps make learning a fun activity, which can enhance children's motivation and interest in learning. By making learning enjoyable, art education helps create a positive learning environment that supports children's overall development. Support from educators and parents in art activities will have a significant positive impact on children's holistic development.

Conclusion

Art education plays a very important role in the development of young children, especially in the development of creativity and emotional expression. Through various forms of artistic activities such as drawing, painting, singing, and dancing, children can develop creative thinking skills. Art activities allow children to generate new ideas, take risks in creative exploration, and solve problems in innovative ways. Art also provides a safe and constructive platform for children to express their feelings, helping them understand and manage emotions better. Research shows that children who are regularly involved in art education show improvements in various aspects of development, including cognitive, motor, and social skills. Children learn basic concepts such as shape, color, and rhythm through art, which contributes to understanding in other subjects such as mathematics and science. In addition, involvement in art helps develop fine and gross motor skills, which are important for daily activities and overall physical development.

References

- AR, M. M., Rohmah, A. A., Sattina, S., Asmauliyah, S. N., Wujdiyani, W., & Warist, A. (2023). Pemberdayaan Masyarakat Usia Dini Melalui Program Rumah Ramah Anak Di Desa Aenganyar Pulau Giligenting Sumenep. *Kegiatan Positif: Jurnal Hasil Karya Pengabdian Masyarakat*, 1(3), 54-66. <https://doi.org/10.61132/Kegiatanpositif.V1i3.285>
- Aulia, D., & Mahmudah, I. (2024). Pengalaman Guru Dalam Menerapkan Pembelajaran Seni Rupa Untuk Anak Kelas I Di MIN 2 Palangka Raya. *Jurnal Kajian Penelitian Pendidikan Dan Kebudayaan*, 2(2), 148-159. <https://doi.org/10.59031/Jkppk.V2i2.392>
- Cici, C., & Supriadi, S. (2024). Inovasi Dalam Pengembangan Sosial Emosional Anak Usia Dini. *Bouseik: Jurnal Pendidikan Islam Anak Usia Dini*, 2(1), 23-44. <https://doi.org/10.37092/Bouseik.V2i1.738>
- Fahmi, K. (2024). Seni Mural Sebagai Media Pendidikan Seni Rupa: Mendorong Kreativitas Dan Penyampaian Ekspresi Siswa. *JURNAL ILMU PENDIDIKAN (JURIP)*, 3(1), 13-20. <https://doi.org/10.58222/Jurip.V3i1.730>
- Habbah, Eka.S.M., Husna, Elvira.N. (2024). Strategi Guru Dalam pengelolaan Kelas Yang Efektif Untuk Meningkatkan Motivasi Belajar Siswa. *Jurnal Of Pedagogi: Jurnal Pendidikan*, Vol 1 (2). <https://doi.org/10.62872/Vf2gr537>
- Harianja, A. L., Siregar, R., & Lubis, J. N. (2023). Upaya Meningkatkan Perkembangan Sosial Emosional Anak Usia Dini Melalui Bermain Peran. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(4), 4871-4880. <https://doi.org/10.31004/Obsesi.V7i4.5159>
- Hidayah, E. N. (2023). Pembelajaran Tari Kreatif Untuk Penciptaan Karya Tari Pada Anak Berkebutuhan Khusus Di Slb 3 Pgri Cluring Kabupaten Banyuwangi. *Journal Of Syntax Literate*, 8(7). 10.36418/Syntax-Literate.V8i7.12850
- Jenepa Awalia, J. (2023). PERAN GURU DALAM MENINGKATKAN RASA PERCAYA DIRI ANAK USIA DINI (Deskriptif Kualitatif Di TK Jasa Mekar Mandiri Kabupaten Seluma) (Doctoral Dissertation, Universitas Dehasen Bengkulu). <http://repository.unived.ac.id/id/eprint/1350>
- Maryani, D., Rahayu, S., & Iskandar, M. R. (2023). Upaya Meningkatkan Motorik Halus Anak Usia Dini Melalui Kegiatan Menggambar Menggunakan Penggaris Putar Di BKB PAUD Musdalifah Ciracas Jakarta Timur. *PAUDIA: Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 12(2), 227-239. DOI: 10.26877/Paudia.V12i2.15936
- Munawarah, Z., Firdausih, A., & Oktaria, R. (2024). Peningkatan Kreativitas Melalui Metode Melipat Kertas Origami Pada Anak Usia 4-5 Tahun Di TK Dahlia Dasan Lekong Tahun Pelajaran 2023/2024. *Sintesis: Jurnal Bimbingan Konseling*, 2(1), 11-18. <https://dosen.unibo.ac.id/index.php/sintesis/article/view/847>
- Nikolaou, E. (2023). Issues Concerning The Integration Of Arts In Education. *Challenges And Concerns In 21st Century Education*, 398.
- Novriadi, F., Mayar, F., & Desyandri, D. (2023). Memperkenalkan Drama Musikal Untuk Membangun Kreativitas Dan Kepercayaan Diri Di Sekolah Dasar. *Innovative: Journal Of Social Science Research*, 3(2), 5757-5768. <https://doi.org/10.31004/Innovative.V3i2.1009>
- Nurdjati, A. K. P., Bramantyo, T., & Oktadus, H. Y. (2024). Analisis Komparatif Pengalaman Emosional Anak TK Terhadap Gerak Aktivitas Musikal. *IDEA: Jurnal Ilmiah Seni Pertunjukan*, 18(1). <https://journal.isi.ac.id/index.php/fenomen/index>
- Oktaviani, W., Samad, R., Hakim, U., Sultoni, A., & Umaternate, K. (2024). Analisis Peran Guru Dalam Mengembangkan Kreativitas Seni Anak Usia Dini Di PAUD Telaga Woyo Desa Woyo Kecamatan Taliabu Barat. *Jurnal Ilmiah Cahaya Paud*, 6(1), 8-14.

- <https://doi.org/10.33387/Cahayapd.V6i1.7714>
- Pebrianty, R. D., & Pamungkas, J. (2023). Menggambar Sebagai Alternatif Pendekatan Konsepsi Pendidikan Seni Rupa Anak Usia Dini. *J. Obs. J. Pendidik. Anak Usia Dini*, 7(1), 536-547. <https://jurnal.naskahaceh.co.id/index.php/tiflun/article/view/77>
- Pratama, B., & Sari, D. (2023). Peningkatan Kreativitas Anak Usia Dini Melalui Metode Seni Rupa: Implementasi Di Kelompok Bermain Mawar Indah. *TIFLUN: JURNAL PENDIDIKAN ANAK USIA DINI*, 1(1), 4-8. <https://jurnal.naskahaceh.co.id/index.php/tiflun/article/view/77>
- Pratama, B., & Sari, D. (2023). Peningkatan Kreativitas Anak Usia Dini Melalui Metode Seni Rupa: Implementasi Di Kelompok Bermain Mawar Indah. *Tiflun: Jurnal Pendidikan Anak Usia Dini*, 1(1), 4-8. <https://jurnal.naskahaceh.co.id/index.php/tiflun/article/view/77>
- Pulu, F. B. K., Lola, T. K., Sawe, M. S., Ede, A. P., Jodo, D. J., Wea, Y. K., ... & Fono, Y. M. (2023). Penerapan Pendidikan Seni Untuk Meningkatkan Kreativitas Peserta Didik. *Jurnal Citra Pendidikan Anak*, 2(1), 121-128. <https://doi.org/10.38048/Jcpa.V2i1.1617>
- Rahma, E., Hudaifah, H., & Nafarin, T. C. (2024). Pengembangan Pendidikan Karakter Dalam Pembelajaran Ilmu Pengetahuan Sosial Untuk Anak Usia Dini. *Kumarottama: Jurnal Pendidikan Anak Usia Dini*, 3(2), 100-109. <https://doi.org/10.53977/Kumarottama.V3i2.1013>
- Ramadhani, S. (2023). Solo Song Extracurricular Management At SMA Negeri 1 Suliki Sub-District. *Avant-Garde: Jurnal Ilmiah Pendidikan Seni Pertunjukan*, 1(3), 276-286. <https://doi.org/10.24036/Ag.V1i3.45>
- Ratnasari, A., & Robandi, B. (2022). Sajuta: Persepsi Kesejahteraan Guru Pendidikan Anak Usia Dini Dalam Mempertahankan Profesi. *Jurnal Ilmiah Telaah*, 7(2), 158-165. <https://doi.org/10.31764/Telaah.V7i2.8658>
- Ritonga, A. M., Syahfitri, A., Siregar, L., & Lesmana, G. (2023). Peran Orang Tua Dalam Mendukung Bimbingan Belajar Anak. *Sublim: Jurnal Pendidikan*, 2(2), 124-134. <https://ummaspul.e-journal.id/sublim>
- Sahnir, N., & Yatim, H. (2023, July). Pengenalan Teknologi Artificial Intelligence (AI) Dalam Meningkatkan Pengalaman Belajar Seni Di Era Digitalisasi Pendidikan. In *SEMINAR NASIONAL DIES NATALIS 62* (Vol. 1, Pp. 245-256). <https://doi.org/10.59562/Semnasdies.V1i1.811>
- Satriah, L. (2023). Ragam Pendidikan Anak Usia Dini Dan Model-Model Pembelajaran Di PAUD. *Menelusuri Lanskap Kontemporer: Muslimat Al Washliyah Dalam Islam Dan Masyarakat*, 113.
- Setiaji, D. (2023). Analisis Pembelajaran Seni Terhadap Esensi Dan Tujuan Pendidikan. *Naturalistic: Jurnal Kajian Dan Penelitian Pendidikan Dan Pembelajaran*, 7(2), 1685-1693. https://journal.umtas.ac.id/index.php/naturalistic/article/download/3146/1525?_cf_chlTk=Xhumbe18pdau1cznyg.E4sxsals5_Ggumycbcrtpii-1718335671-0.0.1.1-4010
- Setiaji, D. (2023). Analisis Pembelajaran Seni Terhadap Esensi Dan Tujuan Pendidikan. *Naturalistic: Jurnal Kajian Dan Penelitian Pendidikan Dan Pembelajaran*, 7(2), 1685-1693. https://journal.umtas.ac.id/index.php/naturalistic/article/download/3146/1525?_cf_chlTk=Lbmmznd7ssnbf7k70ugmxqqvbn.Hkl4vs.Dj5KJd2Sc-1718340519-0.0.1.1-7295
- Shalehah, N. A. (2023). Studi Literatur: Konsep Kurikulum Merdeka Pada Satuan Pendidikan Anak Usia Dini. *Jurnal Ilmiah Cahaya Paud*, 5(1), 70-81. <https://doi.org/10.33387/Cahayapd.V5i1.6043>
- Telaumbanua, K., & Bu'ulolo, B. (2024). Manfaat Seni Rupa Dalam Merangsang Kreativitas Anak Usia Dini. *Khirani: Jurnal Pendidikan Anak Usia Dini*, 2(1), 123-135. <https://doi.org/10.47861/Khirani.V2i1.920>

- Tumbel, M. (2023). Analisis Proses Pembelajaran Pada Peserta Didik Di TK Frater Don Bosco Tomohon. *Didaktika: Jurnal Kependidikan*, 12(4), 921-934. <https://doi.org/10.58230/27454312.327>
- Widiyawati, W., & Suryana, D. (2024). Strategi Dalam Mengembangkan Kreativitas Seni Anak Usia Dini. *Jurnal Pendidikan Tambusai*, 8(2), 20056-20065. <https://www.jptam.org/index.php/jptam/article/view/15318>
- Yanti, Nurhikma., Putri, Amanda., Febriana, Nadilla. (2024). Analisis Kemampuan Kognitif Siswa Dan Hasil Belajar Fisika Kelas XI SMA Islam Al-Falah Jambi. *Jurnal Of Pedagogi: Jurnal Pendidikan*, Vol 1 (2). <https://doi.org/10.62872/W50j5x88>
- Yanuarsari, R., Octrianty, E., & Oktaviani, M. (2023). Pengaruh Teknik Kolase Media Loose Parts Terhadap Kemampuan Motorik Halus Anak Usia Dini. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 6(12), 9792-9798. <https://doi.org/10.54371/Jiip.V6i12.2898>
- Yasa, I. K. A. (2024). Pendidikan Karakter Dalam Seni Keagamaan Hindu: Refleksi Etnopedagogi. *Pintu: Jurnal Penjaminan Mutu*, 4(2). <https://stahnmpukuturan.ac.id/jurnal/index.php/jurnalmutu/article/view/3622>