



Characterization of Imagination Patterns in Students' Drawings Class 1 SDIT ALIF

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ABSTRACT

Background: Learning art plays an important role in developing students' creative and imaginative abilities. Through art, students not only learn about techniques and aesthetics but also express their ideas, feelings, and imagination. Art education is realized in the form of visual arts, which can be enjoyed through the sense of sight. This enhances local cultural awareness, fosters appreciation for cultural values, and serves as a medium for creativity development and the generation of new ideas. Art also enables self-actualization and the cultivation of creativity. Imagination, often referred to as the ability to visualize, is the capacity to form new images or sensations that are not directly experienced through sight, hearing, or other senses. Among elementary school students, drawing is one of the most dominant dimensions of imagination. Through drawing, students engage in activities such as scribbling, sketching, and coloring objects, which results in meaningful visual representations.

Purpose: This article aims to explore the characterization of imaginative themes that emerge in drawings created by students.

Design and methods: The method used in this study is the Narrative Method with a qualitative descriptive approach. The Narrative Method, as applied here, follows Polkinghorne's model. Narrative research aims to explore and understand individual experiences through storytelling. Polkinghorne's model provides an analytical framework consisting of three key components: theme, context (domain), and cognitive structure. Data collection techniques used in this study include interviews and documentation. This research focuses on identifying the characterization of imaginative themes that appear in the drawings of first-grade students at SDIT ALIF.

Results: The findings indicate that the principle of proximity is implemented by grouping nearby objects into patterns. This reflects a perceptual tendency wherein humans perceive closely positioned objects as part of a larger group or relationship. The principle of continuity suggests that individuals tend to view lines and patterns as unified or continuous entities. In the context of imagination, this means that people often form mental images of ideas or concepts in a continuous manner. For example, when imagining an object or scene, individuals tend to fill in the missing or unclear parts in their minds to create a complete and more coherent picture. Based on the discussion, the characterization of imaginative patterns in the drawings of first-grade students involves the senses of sight, hearing, touch, and taste.

Keywords: imagination, characterization, drawings

Introduction

Art education plays a significant role in fostering students' creative and imaginative abilities. Through art, students not only learn techniques and aesthetics but also find an outlet to express their ideas, feelings, and imagination. In the context of education, drawing serves

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as one of the primary mediums through which students channel their creativity and imagination. Art, as a foundation for beauty, holds a critical place in shaping the future of art education. Beauty, as an essential element, supports intellectual development and is closely tied to artistic expression. In the educational context, students' creativity and intelligence are often evaluated through their artistic outputs. Art enables individuals to express and explore their creativity based on their unique perspectives and desires (Purhanudin, 2016).

The practice of art is often realized through visual arts, which appeal to the sense of sight. This not only raises cultural awareness but also fosters an appreciation for local traditions, encouraging creativity and innovation. Art allows self-expression while simultaneously cultivating discipline and promoting multicultural ideas. Creativity is closely linked to art education because artistic activities play a crucial role in shaping creative thinking. Engaging with art encourages individuals to imagine and create something unique, which often leads to innovative products or original developments (Fery Setyaningrum, 2021).

One aspect of art education involves the creation of fine art, a branch that allows the expression of ideas and emotions through media that organize elements and principles of design. Art, as a realization of unlimited imagination, offers endless opportunities for creativity. Artistic work thrives on new ideas and imaginative thought. One effective method to develop creativity and imagination in students is through art education. Drawing, for instance, enables children to apply their observations imaginatively, connect personally with problems, and actively engage in the learning process. This active involvement fosters lasting knowledge and critical thinking skills, which students can apply in the future (Norhikmah et al., 2022).

Children have an inherent instinct to play, which serves as a natural outlet for emotional expression and creativity. Through play, they investigate, analyze, and gain diverse experiences—be it personal, social, or environmental (Haerudin & Helmanto, 2019). Imagination, often defined as the ability to form mental images of things not perceived through the senses, is a key component of creative activity. It involves higher-order mental processes that allow individuals to create images, feelings, or ideas based on past experiences or entirely novel concepts. Imagination serves as the foundation for all creative activities (Nurcahyono et al., 2020).

According to the Big Indonesian Dictionary (KBBI), imagination refers to the "power to think in visual terms or create images based on reality or personal experience." For elementary school students, drawing is a widely favored activity that allows them to express and communicate thoughts, ideas, feelings, and imagination through lines and colors. Drawing is an effective medium for teachers to nurture children's creative expression during their formative years by providing engaging and innovative learning experiences, particularly in imaginative drawing activities (Lubis, 2022).

Drawing also allows children to communicate ideas that they may find difficult to express verbally (Moh., 2017). Teachers can encourage imaginative drawing through creative teaching strategies, such as providing engaging introductions or employing innovative learning methods. The free-expression method, for example, is particularly effective as it gives students the freedom to express their emotions and ideas (Lubis, 2022). Research shows that children prefer free drawing because it allows them to express their feelings, experiences, or imagination freely (Rohmalina, 2020).

Among elementary school students, drawing is the most dominant form of imaginative expression. This activity involves scribbling, sketching, and coloring, which culminates in visual representations. Drawing also serves as a playful learning tool that encourages students to engage in enjoyable and meaningful educational activities. Imagination in

children is often heightened during play, as many children find traditional learning methods dull. Therefore, incorporating drawing activities into the classroom can create a more engaging and conducive learning environment (Patriansah et al., 2021).

Despite its importance, the imaginative themes in students' drawings often receive insufficient attention in research. Most studies focus on technical and aesthetic aspects, neglecting the potential of imagination in student artwork. However, understanding the imaginative themes in student drawings can provide valuable insights for educators and practitioners in developing more effective teaching methods to stimulate creativity.

Students' drawings reflect various patterns of imagination shaped by their developmental stage and cultural influences. Research indicates that younger students often depict their environment in their drawings, reflecting constructive thinking influenced by their surroundings and personal experiences (Lintang et al., 2022). For example, studies on students' drawings related to natural phenomena reveal cultural conventions shaped by textbooks, illustrating how cultural norms influence their understanding (Testa et al., 2022). Furthermore, teachers' beliefs about children's imaginative abilities significantly impact classroom practices, emphasizing the role of drawing as a metacognitive and creative process that explains students' conceptual thinking and imagination in life and learning (Gloria & Ewing, 2018).

By analyzing students' drawings, educators can gain insights into their imaginative processes, cultural influences, and cognitive development. This article aims to explore and identify the emerging themes of imagination in the drawings created by elementary school students.

Methods

This study employs the Narrative Method using Descriptive Qualitative Techniques. The Narrative Method, as applied in this research, follows Polkinghorne's model, which provides an analytical framework consisting of three key elements: theme, context (domain), and cognitive structure. The primary aim of the narrative approach in this study is to explore and understand individual experiences through storytelling. Specifically, this research focuses on children's imaginative experiences as reflected in their drawings, considering themes of imagination, elements of popular culture, and cognitive structures to formulate an understanding of children's popular imagination. The data collection techniques employed include in-depth interviews and documentation. The interviews are conducted directly with the young artists to gain insight into their experiences and thought processes while drawing. Documentation involves collecting the drawings created by the children, which serve as the primary data for the narrative analysis. The study's data collection and analysis were scheduled for Monday, January 8, 2024. The subjects of this study are 21 first-grade students from Class 1A at SDIT ALIF. The purpose of this research is to identify and analyze the themes of imagination emerging in the drawings of these students, thereby characterizing the imaginative expressions of early elementary school learners..

Findings & Discussion

Findings

The characterization of imagination in the drawings of Class 1A students at SDIT Alif was conducted by providing the students with blank HVS paper divided into four sections. The students were instructed to draw freely, expressing their creativity without restrictions. After the drawings were collected, they were grouped into several categories based on the similarities in the types of images produced.

Proximity was implemented as part of the grouping process, where adjacent objects in the drawings were perceived as forming patterns. This follows the principle that during visual or perceptual experiences, humans tend to organize nearby objects as part of a larger grouping or relational structure.

The Principle of Continuity indicates that humans naturally perceive lines and patterns as continuous units. In the context of imagination, this principle suggests that students formed mental images and conceptualized their ideas in a continuous, cohesive manner (Prasetyo, 2019).

The Principle of Closure explains that humans have a tendency to perceive incomplete patterns or images as complete. This principle was evident in the way students completed their mental representations of objects or scenes even when parts were missing. For example, students filled in the gaps in their imaginative depictions to create cohesive and complete drawings.

From the students' interviews, it was evident that their imagination was rooted in their sensory experiences, specifically vision, hearing, touch, and taste.

Discussion

1. Vision

The characterization of themes related to vision emerged in depictions of zoos, food, transportation, objects, and animals.

- **Zoo Theme**
Students drew animals commonly seen at zoos, such as tigers, elephants, rabbits, giraffes, deer, and crocodiles. For example:
 - Elephants were described as large and gray in color.
 - Giraffes were depicted as tall, with orange and brown markings.
 - Crocodiles were green, and students often included specific details, such as three crocodiles appearing together in their drawings.
- **Food Theme**
Students illustrated a variety of food items, including fruits, ketoprak, and birthday cakes. For example:
 - Fruits, Students drew watermelons (green skin with red flesh), grapes (purple and green), and apples (red and green). These depictions were based on their observations in fruit shops.
 - Ketoprak, They drew rice cakes, vermicelli, and eggs, inspired by seeing ketoprak food stalls on the roadside.
 - Birthday Cakes: Students illustrated cakes they had seen in cake shops, complete with colorful designs.
- **Transportation Theme**
Students drew various vehicles, such as trains, buses, and police cars. For example:
 - Trains: Students depicted trains as fast-moving, with rectangular seats and two rearview mirrors, based on their observations at train stations.
 - Buses, Buses were described as large, with some students comparing their size to police cars.
- **Objects Theme:**
Robots were a recurring subject. One student mentioned learning about robots by watching YouTube videos, describing the robot's movement as slow.

2. Hearing

The auditory aspect of imagination was particularly noted in the transportation theme. For instance:

- A student described hearing the "basuri" sound on a bus, which they associated with sholawatan (Islamic religious songs).

3. Touch

The tactile characterization of imagination was observed in themes related to zoos, food, and objects.

- Zoo Theme, One student recalled the experience of touching a banana tree.
- Food Theme, Students mentioned holding fruits or birthday cakes, often tied to their experiences of buying cakes at shops.
- Objects Theme, A student described the surface of a robot as rough.

4. Taste

The sensory theme of taste was primarily observed in the food-related drawings, with students vividly describing the flavors of different items:

- Fruits,
 - Watermelon was described as sweet.
 - Grapes were noted to be sometimes sweet, sometimes sour.
 - Apples were characterized as sweet.
- Ketoprak, The flavor was described as a mix of sweet and salty.
- Birthday Cake, The cake was said to taste delicious and sweet.
- Fish, Students described the taste as delicious.

Conclusion

This study highlights the significance of drawing as a medium for understanding the patterns of imagination in elementary school students, particularly in relation to sensory dimensions such as sight, hearing, touch, and taste. Through the characterization of students' drawings, it becomes evident that imagination is not only a creative process but also a structured mental activity influenced by real-world experiences and sensory perceptions.

The research question aimed to explore how students' imaginative patterns are characterized in their drawings and what underlying sensory dimensions drive these representations. The findings demonstrate that:

1. **Sight (Visual Dimension)**, Students vividly depicted objects and scenes they had observed, such as animals, food, and transportation, with detailed attention to color, size, and quantity.
2. **Hearing (Auditory Dimension)**, Sounds associated with objects, such as the bus horn or the sholawat from the "basuri," were incorporated into their imaginative representations.
3. **Touch (Tactile Dimension)**, Textural experiences, like the roughness of a robot or the feel of holding fruit, were expressed in their drawings.
4. **Taste (Gustatory Dimension)**, Students connected their drawings to taste experiences, such as the sweetness of watermelon or the sourness of grapes, further illustrating the multisensory nature of imagination.

These findings suggest that imagination in young learners is deeply rooted in their interactions with the environment. Their drawings not only reflect their sensory experiences but also reveal their ability to internalize and reconfigure those experiences into creative

outputs. This aligns with the principles of proximity and continuity, where students group related objects and create seamless, continuous patterns in their imaginative work.

In conclusion, the study underscores the role of art education in fostering and analyzing imagination, providing valuable insights into how students perceive, process, and express their sensory experiences through drawing. This research reaffirms that imagination is a multidimensional construct, shaped by both internal cognitive processes and external sensory stimuli, offering educators a better understanding of how to nurture creativity and cultural appreciation in young learners.

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