The Development of a Drawing Skills Training Model for Early Childhood Teachers

Minda Sari, Ardpal, Budiwirman

Abstract: One of the activities that can be done in improving the quality of Early Childhood or in Indonesia we called PAUD teachers is through drawing training. Teachers really need this skill training. Based on the results of interviews with a number of PAUD teachers in Padang City, it is known that PAUD teachers have very minimal drawing skills. Their students also really need drawing activities as a means and effort to foster creativity in fine arts. Drawing skills are a much-preferred area for developing children's spatial skills. This type of research was a Research and Development (R&D) using Instructional Model of ADDIE. This model encompassed of five phases, such as Analysis Phase, Design Phase, Development Phase, Implementation Phase, and Evaluation Phase. The pictures are designed to train the teacher's hands in drawing, thereby making the teacher's wrists flexible. A flexible wrist makes for an attractive and creative image. Besides that, the pictures are designed to give the teacher a sensation when holding a pencil and scratching it onto the drawing paper.

Key words: training, skills, drawing

I. INTRODUCTION

The quality of teachers needs to be improved through training in order to expand the methods of teaching and mentoring children. This is because the teacher has a role as a motivator and evaluator, and sharpens knowledge and skills in directing children. This role cannot be replaced by anyone to form creative and character human resources. For this reason, improving the quality of teachers must start from the lowest level, namely early childhood education (PAUD) in terms of shaping children's character. The reason is, with good character or soft skills, Indonesian human resources will be able to compete and be accepted in the industrial world. One of the activities that can be carried out in improving the quality of PAUD teachers is through drawing training. Teachers really need this skill training. Based on the results of interviews with a number of PAUD teachers in Padang City, it is known that PAUD teachers have very little drawing skills. They really need drawing skills. Their students also really need drawing activities as a means and efforts to grow and develop children's character. Drawing skills are a much-preferred area for developing students' spatial skills [7]. The skills to draw and interpret graphics must be obtained at the previous teaching stage without having to be submitted to higher education) [2].

II. METHOD

The method in this research is the research and development (R&D) with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). At the analysis stage, several things are analyzed, namely needs analysis, curriculum analysis, task analysis, and teacher analysis. A needs analysis was carried out by interviewing PAUD teachers in Padang City to get information about the learning process they had done, especially in drawing lessons. The results of the preliminary analysis can be seen in the table below.

<table>
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<th>Table 1. Summary of Preliminary Research</th>
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<td>Activity</td>
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To develop students' drawing skills, a teaching curriculum is needed and must include a graphic curriculum that is constantly changing according to social and cultural needs [10]. The teacher must pay attention to the child's / student's drawing ability for the first year, compared to other materials. Because the ability to draw is a basic ability that a child/student must-have [4]. Hence, we need a training program that can fulfill the wishes of teachers to be skilled and creative in drawing. The teacher's creative ability in using many drawing methods greatly impacts the drawing ability of students in their class. [11]. Teacher training programs should use a concrete model to explore students' spatial abilities, especially drawing activities using isometric paper to improve their drawing skills [12] [9] [5] [13]. Using two-dimensional and three-dimensional objects will improve students' drawing skills and will help students identify visual objects [1] [3]. Besides the role of teachers, parents also have an extraordinary role in developing children's abilities, one of which is artistic abilities. Parents are also encouraged to have the ability to draw so that they can sharpen their children's abilities [6].
III. RESULT AND DISCUSSION

1. Need Analysis

The survey results during the PAUD level drawing competition showed that early childhood children are not used to drawing activities. They were confused by all the drawing equipment that was given to him. Furthermore, it is also known that there is no PAUD teacher manual for teaching drawing material. Drawing material is still very rarely found and applied in learning to draw.

2. Curriculum Analysis

Based on a literature study conducted on the PAUD curriculum, it is known that there is no subject that specifically examines drawing skills. This has an impact on the continuity of learning in PAUD. Early Childhood is more directed towards coloring activities. From the results of the curriculum survey in tertiary institutions, the PAUD Study Program has not found any specific subjects that talk about drawing for early childhood.

3. Teachers Analysis

Based on the results of interviews with PAUD teachers in Padang City, it was found that PAUD teachers had very minimal skills in drawing. They can't draw well. So far, they only teach drawing instinctively. Without any basic skills in drawing. Pictures that are modeled on children are instant pictures, not pictures of their own creativity.

4. Task Analysis

A task analysis was carried out by observing and interviewing PAUD teachers in giving drawing lessons to children in their class. Based on these observations, it is known that PAUD teachers do not yet have a guidebook that applies to learning to draw. Even though drawing is one skill that early childhood teachers should have.

Early childhood teachers can get drawing skills with simple exercises. This activity must be done every day. There is no need for a special time to do this activity. It is enough to provide a sketchbook and use a variety of pencils. The variety of pencils used will increase the teacher's knowledge of how hard and thick they produce. There are pencils that produce thin, faint lines. There are also pencils designed to produce thicker, darker lines. To get the results of the training at the final stage which is more tangible, namely by no longer using a pencil, but by using a pen or marker, which if an error occurs in arranging various lines (exploration) cannot be erased or corrected, so it is repeated on another drawing paper. Additionally, according to this training principle which prioritizes repetitions, so that it becomes trained and skilled. After the sketchbook and pencil or pen are available, the next action is to draw various lines, circles, squares, triangles, and shading. The designed drawing consists of three parts. The first part is a drawing with simple, sparse lines. The second part is the middle part and begins to show a tight line portion. The last part is the tight part (bottom). The pictures used are as follows, adaptation from [8].
The pictures above are designed to train the teacher's hand in drawing. Besides that, the pictures are designed to give the teacher a sensation when holding a pencil and scratching it onto the drawing paper. As has been said before, the pencils used must vary. And the variations of the pencils used will give the teacher a sensation in scratching the pencil onto the drawing paper. Then, another, more important goal in this drawing exercise is to make the teacher's wrist flexible. Because basically everyone has the ability to draw lines, even drawing. The resulting lines and images vary. Some draw with rigid lines, and some with flexible lines. This happens because of the condition of a person's wrist. Everyone's wrist has a different wrist condition. There are flexible wrists and tense wrists. The wrist that is tense, will produce a rigid image. Meanwhile, a flexible wrist will produce an attractive and creative image. Likewise, with the teacher's condition. Not all teachers have flexible wrists. This is a significant problem for the teacher and will have an impact on the children's drawing skills in their class. For this reason, PAUD teachers need to do simple drawing exercises as described above, so that the PAUD teacher's wrists can become flexible.
Exercise after practice which is carried out regularly will be able to make a person proficient in what field he is trained in [13]. Likewise withdrawing exercises. There are several advantages for the teacher in pursuing this practice. First, this exercise will make the teacher's wrists flexible. Second, this exercise will enrich the teacher's experience in drawing. A flexible wrist will create creative images. Coupled with the teacher's mastery of various pencils, it will produce more interesting and more creative drawings. If teachers can draw more interesting and creative, it is hoped that the ability of their students can also develop creativity in drawing at school.

IV. CONCLUSION

The practice of drawing lines, round shapes, rectangles will have a direct impact on the teacher's drawing skills. The more often they draw, the more flexible their wrists will be. Flexible wrists will produce attractive and creative images, which can bridge the children's artistic creativity abilities. For this reason, PAUD teachers must be able to provide examples of creative drawings so that they can be used as guidelines for Early Childhood in developing their creativity in drawing.

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