

Happy Emotions within Drawing In Kindergarten

Farida Mayar

Department of Teacher Education Early Childhood Education

Faculty of Science Education

State University of Padang

Padang, Indonesia

mayarfarida@gmail.com

Abstract— Happy emotion is one of the emotions in the drawing which is favored by younger children. The research aims to see the responses of all the events experienced in the environment that occurs within the child, where this happy emotion needs to be maintained and developed. This study is a qualitative design which used, observation, interviewing, audio and video recording, this was done to assess the information data that was closely related to the emotional joy of the process and results of child drawing in kindergarten. The finding shows that the children delighted in drawing people, the giant, children playing in the yard, playing kite, paint the house with his father, strawberries, citrus fruit, stuffed, the atmosphere of a rainy day, apple, and new cars. Based on this, it can be concluded that early childhood in the process of drawing from experience and the events they experienced expressed into the picture with happy emotion.

Keywords – *emotion, happy; drawing*

I. INTRODUCTION

Early childhood education is an education that provided to optimize the potential of children through a comprehensive development activity and in accordance with the growth and development of children. This study was strived to optimize the golden era (*golden age*) in children, in order to grow into a smart individual cognitive, affective and psychomotor. Early childhood is an individual who is undergoing a process of rapid growth and development [1]. Early childhood in the process of development as the changes experienced by human beings individually and last a lifetime from the time of conception until death. At this time, the process of growth and development in various aspects is experiencing a rapid period in the development of human life.

Learning in kindergarten principally play while studying, learning while playing, because play can develop all aspects of religious, moral, social and emotional development, as well as language, cognitive, physical, and motor skills. In early childhood is the golden age in which the stimulation of all aspects of the development of instrumental weeks to further developments, such as the development of children's emotions are emotions refraction of a behavioral, psychological responses and feelings arrangements arising from their desire unexpected opening. Emotion is a response to all the events experienced in the child's environment. Emotions usually

encourage someone to take action, either positive or negative. is a complex psychological experience perceived by individuals who interact with biochemical (internal) and environmental (external) influences [2].

Drawing is a mental and visual expression of what he experiences in the form of lines and colors [3]. Then drawing is an activity done by way of crossing out, lining, and incised other sharp objects and giving color, so that the image is formed [4]. Everyone understands that the picture is telling, representing hundreds or even thousands of words, that's a great picture. Drawing is a messenger who attracts attention and tickles or even evokes the emotions of people or times, such as happy emotions [5].

II. METHODS

This type of qualitative research is descriptive analysis which aims to gain a defined understanding of the experience of the people as perceived by the person concerned. This qualitative method as a procedure to generate descriptive data through observation, interviews, recording, and shooting. This was done to assess the information data is closely related to the emotional joy of the process and results of child drawing in kindergarten.

III. RESULT AND DISCUSSION

A picture made by a child is a picture of a person telling a friend that a picture of a person he made is a small child being blanketed. He told that he did not go to school yesterday because he got a new sister with joy he told his friend and his teacher's mother. In addition, there is a child who makes a giant picture while demonstrating a giant style to his friend, he walked around his friend as a gigantic and brave giant while shouting with joy.

Drawing children playing in the yard, the boy told that he lived in a crowded residential compound and there were many peers. After school, he played around the house, with his peer's social development to be good. Drawing a kite playing, the boy recounted that playing kite with dad after work on the roadside. Kites are chess-patterned when the teacher asks the child and he plays in the fields. There is also a child who is engrossed in drawing people with his car, while making a sound like a car and show his friend. Drawing painting

activities with her father, she tells that she is painting this house because she lives in a new unfurnished house, she paints with her father with joy. Drawing strawberries, he recounted that his father came home from out of the Alahan Panjang carrying a lot of strawberries. Drawing citrus fruits, he told about the citrus fruits brought by mother from Pasaman City, children are happy got sweet orange fruit so he drew oranges. Drawing a doll, she told that she had been playing the role of a doctor treating a sick patient and telling her teacher and friends that if she was a doctor she wanted to be. Drawing rainy days, she told when she came home from school on a rainy day so she was soaking wet with her friend and while playing water, got home she was not scolded by her mother. Drawing an apple, he told that his mother often bought an apple because he had not eaten apples for a long time. Drawing a new car, he told in the picture he made that his father bought a new red car he was invited by his father to go for a walk.

From the description above shows that the expression of feelings in the image of a child like a happy emotion. So, the children in the drawing can be seen his expression of happy. Therefore, the meaning in drawing, we can see in the learning drawing is interpreted that in accordance with the development of children one of the characteristics of early childhood is happy.

Therefore, drawing can help in forming a knowledge and can stimulate children to think creatively based on their knowledge and experience to be expressed in a picture. This drawing lesson will appreciate the uniqueness of the child's life in the learning process. Learning by drawing is helpful for the child to develop himself as a whole as a developing person, because the knowledge the child acquires is not only courageous from the knowledge or theory of others, but also helped by the real experience of the child. This will be very helpful in the personal formation of an independent and creative child.

Happy emotions of the children aims to express ideas and personal feelings, if children show creations to other children, means that children learn to appreciate differences. The process of creating is most important, because the child's drawings will benefit the personal development as the child draws, they experiment with colors and lines. Through drawing a child learns to express feelings, thoughts, and views of the art world. Therefore, art in terms of drawing is a medium that allows children to change what can't be pronounced with words. In other words, a drawing child will be able to provide an opportunity for physical formation. As children, they draw lines for drawing, they refine the small muscles making lines and shapes with markers and colored pencils helping children formed the motor muscles needed for writing [6]. Learning to draw with joyful emotions through free expression can be fun, relieving a child's skills, expressing himself, and appreciating beauty. From the results of this study can be concluded the proposition of excited emotions in learning drawing is as follows

1. Emotions delighted in the drawing lesson are well-liked kindergarten children with a range of 4-6 years.
2. Emotion excited in drawing can show his uniqueness phenomena.
3. Emotion excited in drawing be revealed through fine motor.

Drawing desirable in his mood can produce something, and cheer him up. Through drawing a child learns to master and control movements with feelings, while drawing a child to know the world around him and learning to cheer up his soul life. In the observation of this researcher in kindergarten it is seen that the drawing is done on the core activities in accordance with DAP (Daily Action Plan) on that day.

Every day the initial activity of the teacher greeting the children and children reply greetings with a happy atmosphere. Teacher tells the morning with the child, there is one child yesterday who did not attend/ absent because his mother gave birth, the teacher invites this child to tell the morning story to his friend standing up, the other child sat kneeling down on the carpet. The child starts telling stories about the new sister is the man, the teacher and the children say, congratulations can the new sister to this child while clapping. Teacher excitedly discussed it, the teacher began to add stories about the new sister, there have got the head of eyes, ears, nose, lips, hands and feet. Then the teacher and students sang the knee shoulders, leg knee feet. Continue with the theme of the day is self. The teacher makes a picture of the person intact. Finished the teacher explained the picture of children's picture followed by coloring the picture of the person.

In the situation of drawing children look happy, they sit on the carpet with different attitudes. Some pay attention to the picture he made, someone saw the picture of his friend, there are silent and see his friend joking while drawing. In the attitude of the child in drawing sounded various kinds of conversations, jumping, streets pay attention to the theme picture. In general, children make a picture with joy while clapping hands to the image of the person he colored with green color. While drawing his own talk about the pictures he made, telling about the giant he drew and modeling the gigantic way and the other children also took to the example of the gigantic jumper, jumping, and after jumping the boy they went around together with his theme while looking at another friend's picture, happily after that, they sit back, then another child shows the picture to the researcher.

They inquired about the sky images he made and the researchers back asked the sky or clouds that were made when it was a cloud. There are other children showing a picture of a rainbow with red, yellow, and green. Not long afterwards there was a child sitting in front of him, he also said also to giant to the researcher, it is a nice and great gigantic image. The next day the children draw free but still themed themselves. There is a child drawing with a picture object of three people, a form of streaks just shaped lines; there who have made a perfect person image in detail.

Teachers should create a comfortable atmosphere in drawing. In the atmosphere of drawing a child's feelings is very important but it does not mean everything is determined by the teacher or forcing the child in drawing like a teacher or an adult, let them develop according to the tempo and rhythm of its development. It can be determined by the teacher who guides and motivates the child happily in drawing. Furthermore, the drawing activity he taught was drawing by theme. On that day, the theme is self. Children are invited to create a complete human image that is human-shaped. Children do happily and happily create the picture and some add some things like: some pictures of trees, highways, cars and so forth. The child is already rich with the knowledge that exists in his environment and means it is a development.

Teachers teach children to be classically seated on the floor on the carpet and then the children are moved to chairs and tables each of which has been provided drawing equipment such as paper, pencils, crayons, and some are working on the carpet. Children are happy to draw while sitting and there is a face on the carpet. Apparently, the child does not have to learn to sit in the chair but may be anywhere as long as the child is happy in learning. Because learning in the kindergarten is playing while learning and learning while playing. It means learning fun and fun for children.

So, the teacher while teaching drawing to the child is told that all the pictures made friends are good, no one is bad so the child feels happy. In the learning to draw a child to make a picture according to what ideas they make based on experience and environment so that the emotions look happy because it has been channeled pure ideas and ideas of himself so that create a happy atmosphere in drawing.

IV CONCLUSION

Emotions delighted in the drawing children of kindergarten shows that teachers can create environment of happy by giving them the freedom of children from the expression, imagination what people think happened is poured into the picture as in drawing people, the giant, children playing in the yard, playing kite, paint house with his father, strawberries, citrus fruits, dolls, rainy days, apples, new cars. It can be concluded that early childhood in the process of drawing from his experience, the events they experienced expressed into the image with emotion happy, so there is no interference of other parties in drawing and teachers never criticize the image with words that make negative emotions of children. The teacher always praises Children's work with words, sayings with thumbs during the drawing process. When finished drawing the child retells the drawings and in front of the praised teacher class plus the sweep and applause with his friends.

References

- [1] Sugiono, Konsep dasar anak pendidikan anak usia dini. Jakarta: Indeks, 2009.
- [2] Saam, Zulpan, dan Wahyuni, Psikologi keperawatan. Jakarta: PT Raja Grafindo Persada, 2012.
- [3] Hill, Adrian, Bagaimana menggambar. Bandung: Angkasa, 1981.
- [4] Pahmadi, Hajar, Seni keterampilan anak. Jakarta: Universitas Terbuka, 2008.
- [5] Priatna, Angga, Jago gambar dari nol. Jakarta Selatan: Wahyu Media, 2011.
- [6] Konsersium sertifikasi guru, Pelatihan profesi guru pendidikan anak usia Dini. Jakarta: Kementrian Riset dan Teknologi, 2013.