

# Drawing Techniques and Tools Appreciated and Implemented by Elementary School Students

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This study aims to describe (1) drawing techniques and (2) drawing tools used according to elementary school students (SD). This study employed a qualitative descriptive research design. Subjects of the study are elementary school students of grade III, IV, V and VI in Malang city and regency. To collect data, this study used questionnaires and drawing documents. A content analysis approach and art appreciation were used to analyse the data. The results indicate that (1) drawing techniques involving self-creation, (imitating books and the Internet), were assisted by fathers, mothers, brothers and friends. They imitated magazines and resources. For example, objects were seen directly, teachers' demonstration drawings were copied and techniques came from the imagination of the children themselves. (2) The drawing tools used included pencils, crayon paint, coloured pencils, markers, poster paint, pens and other tools.

**Keywords:** *appreciative ability, ways to draw, drawing tools, elementary school students.*

## Introduction

A drawing technique implemented by someone is an art activity to produce a drawing picture according to the tools they use (Bailey, 1893; Brennan, 2017; Burns, 2018; Parente, 2019e, 2019a). Drawing done by elementary school students is of course also done through certain methods or techniques in order to produce the best drawing work according to their desires (Parente, 2019b). In general, drawing techniques can be distinguished as follows: (1) They can involve drawing freely with tools without the aid of a ruler, term ruler and so on. The results have the characteristics of being free, spontaneous, creative, unique and individual. (2) They can involve drawing made with the help of crossbar equipment (a ruler, term ruler, protractor or screen printing/letters). The results have the characteristics of being bound, static and not spontaneous. In this case, the drawing techniques of elementary school students are generally expressions of freedom, expressiveness and spontaneity that are directed through scratching tools or paint on drawing paper.

Recognising the drawing techniques of elementary school students in Malang city and regency result in the researchers tending to have an appreciative attitude for the expressions of drawing that they do. Various kinds of drawing can be done by the students through making their own drawings and creating drawings their drawings based on their creative skills (Parente, 2019d; Royal, 1949; Siddique & Cole, 1990a; Tjalve, Andreassen, & Schmidt, 1979). They can also draw by imitating an object, an existing drawing or by being helped or taught by others. Drawing is the result of thinking, desires, ideas and students' feelings towards their environment as a reflection on shapes, illustrations, decorative ornaments, reclame, ornamental letters, cartoons, caricatures and so on (Choo & Freeman, 2003; Parente, 2019c; Siddique & Cole, 1990b; Smith, 1985).

The process of expressing ideas or drawing ideas can be understood by: (1) directly observing or seeing the object to be drawn, (2) imagining or illustrating the object to be drawn and (3) imitating existing and other pictures. Drawing based on the process or stages of expressing ideas in drawing works can be done in several ways: (a) One can make a scratch or basic sketches that have been done before that are expected to form the desired object and (b) refining the sketch by adding parts of the scratches and colouring it until the final or finished work is produced. Drawing is comprehensive and is based on the level of creation quality. This can be distinguished as (a) creating a new work, which is original and contextual, (b) composing or modifying based on existing drawing works in the new works or (c) imitating pre-existing drawing works, including copying patterns (malls).

Pictures made by elementary school students are created with a specific purpose. Expression in exploring ideas is carried out by the students. It is certainly very dynamic, straightforward and individual. The tendency of the students' characteristics in drawing pictures are partly bound by the accuracy of shapes, motives, patterns, sizes, proportions, clarity, the impression of natural colours and other factors. The characteristic pictures are also not always tied to technical provisions such as proportions, perspectives, similar impressions and other aspects. Each

picture has certain characteristics, so it produces a variety of types and shapes. Pictures are intended to realise experiences, observations, events, imaginary ideas or explain an event, object, place or situation. There are types of pictures that are used to decorate, types used as guidelines and instructions for making goods/objects, types used as a sign or symbol and other types.

The characteristics of pictures are free. They can be done by anyone based on individual desires, personal will and emotional expression. They can be done according to the equipment and tools used without the aid of ruler, term ruler and so on (“Book Review: Technique of Practical Drawing for Teachers, Students and Professional Artists.,” 1920; Itoh & Nakabayashi, 2019; Rais, Aryani, & Ahmar, 2018; Saleh & Ali, 2015; VELSOR & COX, 2000). In the process of creating pictures freely, the results are characterised by being free, spontaneous, creative, unique and individual. A picture can be produced as types of pictures with objects that are either realistic, figurative or imaginative. This can be seen in the characteristics of the media (dyes) that are used and the art techniques used in finishing, which also have certain characteristics (Gatto & Iuliano, 2001; Matsumori, 2005; Nagasawa & Murata, 1980; OGORZALEK, 1970; Sterud & Bohlin, 1976; Wilkinson, 1985; Zhan & Li, 2012). These include works with the finishing characteristics of shading, dussel technique, stipple, sweep and wet (liquid) dye mixture with dry colour.

Drawing artwork can be appreciated based on the following elements: First, each type of picture has characteristics based on the form and content in each drawing. The form is the container. What is inside it is its contents. Characteristics (physical structures) are compositions of drawings identified according to the impression of objects that can be seen through the eyes. The content (meaning) can be responded to and understood by the audience. The example of an ornamental picture has more dominant characteristics in the arrangement and colouring of decorative motifs. The meaning of ornamental motifs matches ideas. There are decorative motifs of flora, fauna, humans and others. Second, pictures display a specific impression of the techniques used in creating each type of picture. The types of techniques are linear, block, shading, floor, stalk, aquarelle, plaque and other techniques. For example, in the shading technique, the characteristics are on the streaks of lines that are composed. These give the impression of space, lighting, thick-thin and beauty (Fustian, 2012). Third, the media involves the type of dye used in making drawings. For example, coloured crayon (pastel paint) is a dry dye that gives the impression of scratches that tend to be rather coarse. It can also be smooth (flat colour) but not as smooth as colouring with colour fluids (watercolour, poster paint and so on).

Drawing activity done by students cultivates awareness of others in the environment by communication, collaboration, appreciation and values that can be nurtured (Lev-Wiesel, 1998; Robbins, 1997; Sinha, Srivastava, & Chandra, 2017; Sumanto, Kustiawan, & Sudarmi, 2014; Wilkinson, 1985; Wittmann, 2013). Social sensitivity to the surrounding environment and the ability to cooperate in making group work can process the social attitudes and feelings of

students. Students become sensitive to the environment. Sensitivity can be trained so that if there are problems in the environment, students can feel them and overcome these problems. The appreciative ability to draw and the tools used, according to elementary school students, are certainly interesting and should be studied urgently. The appreciative ability in responsive drawing techniques and the role of tools, according to elementary school students, are (a) the ability to see a work of art, cultural objects and natural objects that have the impression or meaning of beauty (These are accompanied by a sense of liking and interest to see without being forced, resulting in expressions of excitement); (b) the ability to identify the impression and meaning of beauty from the physical elements seen in the appreciated work; and (c) the ability to express attitudes as forms of appreciative experience. For example, students express an attitude that is happy, interested, amazed, satisfied, fascinated, good, beautiful and unique in the art works that are appreciated (Golshani & Jabbari, 2015; Jackson, 1948; Usoro & Bassey Ebeten, 2019). This appreciative ability is expected to trigger students' performance in creative work or when doing fine arts.

Appreciative ability is an aesthetic experience. From that experience, an appreciative attitude will emerge. Aesthetic experience is a feeling (positive or negative) that is a person's reaction, both mentally and/or physically, when observing an artwork (Griffiths, 2003; Paine, 2019). In this case, the ability of a student's appreciation will be influenced by work experience and observational actions in the results of the artwork, especially those experienced through art learning in school. The ability to appreciate and express beauty and harmony includes appreciation and expression. This is so both in individual life (to enjoy and be grateful for life) and in social life (so it can create harmonious togetherness) (Bailey, 1893; Brennan, 2017; Burns, 2018; STEWART, 1973; Sumanto, 2017; Teoh & Kwan-Liu, 2002; Tjalve et al., 1979; Whittier & Geigerich, 2017).

Every student has the ability to respond to, appreciate and enjoy natural objects created by God and objects (artworks) created by humans. Among the diversity of human creation is drawing artwork. In this study, the abilities of elementary school children to enjoy the existence of drawing works are called appreciative abilities by the researcher. Appreciative ability means the tendency that exists in elementary school students to respond to, appreciate and enjoy the impression of beauty and artistic value in an artwork. In particular, appreciative ability is the tendency expressed by elementary school students in Malang city and regency. The attitude expressed by elementary school students is interpreted as a manifestation of the appreciation for the beauty of a picture with regard to indicators: (1) drawing techniques that are often chosen or used, (2) drawing tools that are being used. The appreciative abilities related to pictures are based on aspects of shapes, the colour in the picture, the completion technique of the picture and the composition of the drawing work.

Based on the issue mentioned above, the researcher believes that beauty research, according to students' appreciative abilities, should be conducted urgently. The object of this research has an attraction and is important to study. A study like this has not been carried out fundamentally.

Research on the beauty of a picture, according to the appreciative ability of elementary school students, is taken into consideration in two ways: (a) Descriptive information about the appreciative ability of the students to see the beauty of a picture is one of the important assets of science and culture to be explored and preserved. (b) According to the researcher, to date, there have been no results of research on the perspective of the beauty of pictures according to the appreciative ability of elementary school students. This can be utilised in art education at the elementary level.

Research on elementary school students' appreciative attitudes related to the beauty of artwork is intended, in general, to describe the diversity of artistic sensitivity involving appreciation of elementary school students.

### **METHOD**

The research design used in this study is descriptive and qualitative. It means that the results are analysed in the form of detailed descriptions of a phenomenon. A qualitative design has the following features: (1) a natural setting, (2) a descriptive nature, (3) it prioritises the process rather than results, (4) it analyses data inductively and (5) meaning is its main concern. This approach was chosen because it fits the characteristics of qualitative research (Matthew B. Miles, 2007). It is very suitable and it also provides opportunities in an effort to give a qualitative understanding and explanation of a phenomenon deeply and holistically.

The used of elementary school students is based on the artistic approach. The manifested characteristics of students' pictures regard both physical structures and aesthetic structures. The aesthetic approach is done through art criticism. An artistic object can be observed to identify the meaning of expression, symbolism, social meaning, cultural meaning, the meaning of beauty, economic meaning or religious meaning. In this case, each artistic object will contain the dimensions of dynamics, style, technique, aesthetic ideology, the influence of lifestyle as well as the relationship with behaviour and the environment.

The main data sources of this study were questionnaires and tests of the ability to appreciate the beauty of a picture. These were completed using students' drawing documents from 4 grades (grade III, IV, V and VI) in Malang city and regency. The steps of the activity carried out were (a) doing preliminary study activities by finding library sources and relevant previous research results, (b) collecting data from elementary school respondents in Malang city and regency and collecting drawing documents made by elementary school students (which were used as subjects/respondents), (c) reviewing and reducing data and (d) presenting data in the form of tables and descriptive explanations to provide meaning.

## RESULTS

### Drawing techniques implemented by elementary school students

The ways of drawing implemented by the elementary school students revealed various facts. These regard how to create a picture. There are students who claim that they make their own pictures (self-created). Some of them imitate and some of them are helped or taught by others. The complete data on the ways elementary school students draw in classes III, IV, V and VI in Malang city and regency are as follows:

**Table 1**

*Drawing technique implemented by students of grade III and IV*

Question	Alternative answers	Grade III		Grade IV	
		F	%	F	%
How do you draw pictures?	a. Imitate pictures portrayed in students' books.	38	22.09	49	14.85
	b. Imitate pictures from the internet.	24	13.95	26	7.88
	c. Imitate pictures in magazines.	9	5.23	27	8.18
	d. Create my own idea.	89	51.74	229	69.39
	e. Assisted by father, mother, brother/sister at home.	29	16.86	28	8.48
	f. others .....	0	0	2	0.61
Total		189*		361*	

*Information: (N) grade III = 172 students, grade IV = 330 students*

*(\*) students who choose more than 1 alternative answers*

Based on table 1, in grade III, 89 students (51.74%) stated that they draw their own creations; 38 students (22.09%) stated that they draw pictures by imitating pictures in the student book; and 29 students (16.86%) stated that they draw pictures by being taught and assisted by their father, mother or older siblings at home. 24 students (13.95%) stated that they draw pictures by copying pictures from the internet and 9 students (5.23%) stated that the draw pictures by copying pictures in magazines.

Likewise, Grade IV students reported that 229 students (69.39%) draw pictures by self-creation; 49 students (14.85%) reported that they draw pictures by imitating pictures portrayed in students' books; and 28 students (8.48%) reported that they draw pictures as taught and assisted by their father, mother or older siblings at home. 27 students (8.18%) reported that they draw pictures by copying picture in magazines, 26 students (7.88%) reported that they draw

pictures by copying pictures from the internet and 2 students (0.61%) reported that they draw pictures in other ways.

**Table 2**

*Drawing techniques implemented by students of grade V and VI*

Question	Alternative answer	Grade V		Grade VI	
		F	%	F	%
How do you draw pictures?	a. Imitate pictures portrayed in students' books.	119	24.84	38	22.62
	b. Imitate pictures from the internet.	54	11.27	32	19.05
	c. Imitate pictures in magazines.	37	7.72	16	9.52
	d. Create my own idea.	248	51.77	89	52.97
	e. Assisted by father, mother, brother/sister at home.	46	9.60	13	7.74
	f. others .....	1	0.21	3	1.79
Total		505*		191*	

*Information: (N) grade V = 479 students, grade VI = 168 students*

*(\*)students who choose more than 1 alternative answers*

Based on table 2, it shows that in grade V, 248 students (51.77%) said they draw pictures by making their own creations; 119 students (24.84%) said they draw pictures by imitating pictures portrayed in student books; 54 students (11.27% ) said they draw pictures by imitating pictures from the internet; and 46 students (9.60%) said they draw pictures as taught and assisted by their father, mother, or siblings at home. 37 students (7.72%) said they draw pictures by imitating pictures in magazine and 1 student (0.21%) said he draw using the other way.

Based on table 2, in grade VI, 89 students (52.97%) mentioned that they draw their own creations, 38 students (22.62%) mentioned that they draw pictures by copying the pictures portrayed in the student book and 32 students (19.05% ) mentioned that they draw pictures by imitating pictures from the internet. 16 students (9.52%) mentioned that they draw pictures by copying pictures in magazines, 13 students (7.74%) mentioned that they were taught and assisted by their father, mother or siblings at home and 3 students (1.79%) mentioned that they draw pictures in other ways.

### Drawing tools utilised by elementary school students

Based on the type of drawing tools used by elementary school students in grades III, IV, V and VI in drawing artworks, the following facts were obtained. They are quite diverse.

**Table 3**

*Drawing tools utilised by students in grade III and IV*

Question	Alternative answer	Grade III		Grade IV	
		F	%	F	%
What drawing tools do you use to draw a picture?	a. Crayon	103	59.88	215	65.15
	b. Marker	46	26.74	49	14.85
	c. Watercolour, poster paint	6	3.48	25	7.57
	d. Coloured pencils	77	44.77	86	26.06
	e. Pencils	170	98.84	280	84.85
	f. Others .....	0	0	4	1.21
Total		402*		599*	

*Information: (N) grade III = 172 students, grade IV = 330 students*

*(\*)students who choose more than 1 alternative answers*

Table 3 shows that in grade III, 170 children (98.84%) used pencils, 103 students (59.88%) used crayons or pastel paint, 77 students (44.77%) used coloured pencils, 46 students used markers and 6 students (3.48%) used watercolour and or poster paint. Likewise, according to grade IV, 280 students (84.55%) used pencils, 215 students (65.15%) used crayons, 86 students (26.06%) used coloured pencils, 49 students used markers, 25 students used watercolour/poster paint and 4 students used other equipment, namely ink and pen.

**Table 4**

*Drawing tools utilised by students in grade V and VI*

Question	Alternative answer	Grade V		Grade VI	
		F	%	F	%
What drawing tools do you use to draw a picture?	a. Crayon	372	77.66	120	71.43
	b. Marker	89	18.58	65	38.69
	c. Watercolour, poster paint	4	0.83	2	1.19
	d. Coloured pencils	104	21.71	67	39.88
	e. Pencils	368	76.83	134	79.76
	f. Others .....	3	0.62	3	1.79
Total		940*		391*	

*Information: (N) grade V = 479 students, grade VI = 168 students*

*(\*students who choose more than 1 alternative answers*

Table 4 shows that in grade V of elementary school, 372 students (77.66%) used crayons, 368 students (76.83%) used pencil, 104 students used coloured pencils, 89 students used markers, 4 students used watercolour and poster paint (candi), and 3 students (0.62%) used other equipment or combined several drawing tools. According to grade VI, 134 students (79.76%) used pencils, 120 students used crayons, 67 students used colour pencil equipment, 65 students (38.69%) used markers, 2 students (1.19%) used watercolour equipment or poster paint, and 3 students (1.79%) used other drawing tools.

## DISCUSSION

Elementary school students express an appreciative attitude towards the pleasures of drawing artworks. Facts confirm that most elementary school students in Malang city and regency have a fondness for drawing pictures. Based on the overall subject, out of 1144 students, 1117 students mentioned that they like drawing, while only 27 students said they did not like drawing. The researchers grouped the students according to their level of interest. 548 students (47.91%) said they are very appreciative of drawing, 416 students (36.36%) said they like drawing, 153 students (13.37%) said they do not like too much drawing and 27 students (2.36%) said they don't like drawing.

### Favoured drawing techniques of elementary school students

The way elementary school students draw artworks involves techniques that are quite diverse. There are students who claimed that they draw pictures by using their own imagination. Some of them imitated sources and some of them were being helped or taught by others. Regarding to

the ways of drawing used by elementary school students in Malang city and regency, the researcher provides the following discussion:

*First*, most of the grade III elementary school students (51.74%) said they draw pictures by creating their own creations or by creating artworks themselves. This fact reflects on the tendency of children aged 9 years to still have freedom of expression and courage when creating a picture.

*Second*, most grade IV students (69.39%) stated that they create pictures by themselves. The condition of these fourth-grade elementary school students certainly strengthens their ability and confidence, since most of the drawing is done by making or creating artworks by themselves. This is a higher percentage than the results collected from grade III of elementary school students. A small number of grade IV students reported that they draw in other ways.

*Third*, most of elementary school students in grade V (51.77%) stated that they draw pictures by making their own creations or creating artworks themselves. Concerning the various ways of drawings pictures implemented by elementary school students in grade V, there were indeed those who stated more than one way. For instance, there were students who said they draw pictures by creating artworks themselves and also through imitation or with assistance.

*Fourth*, the grade VI elementary school children's ways of drawing pictures also tended to show diversity. The majority of students (52.97%) expressed their drawings by creating their own creations or creating artworks themselves. A smaller number of other students stated that they draw pictures in other ways.

Based on the artistic tendencies implemented by elementary school students in Malang city and regency, it can be emphasised that (1) elementary school students have several ways of drawing pictures, namely creating their own, imitating, being assisted by others and other ways; (2) the most dominant method used by elementary school students was making or creating their own artwork; (3) the way of imitating pictures used by elementary school students was imitating pictures portrayed in students' books, copying pictures from the internet and copying pictures in magazines; (4) other ways of drawing included directly copying the object being drawn and observing demonstration drawings carried out by a teacher in class and imagining their own. In general, the drawing techniques implemented by elementary school students in Malang city and regency can be described in following graph:

**Figure 1**

*The drawing techniques used by students*

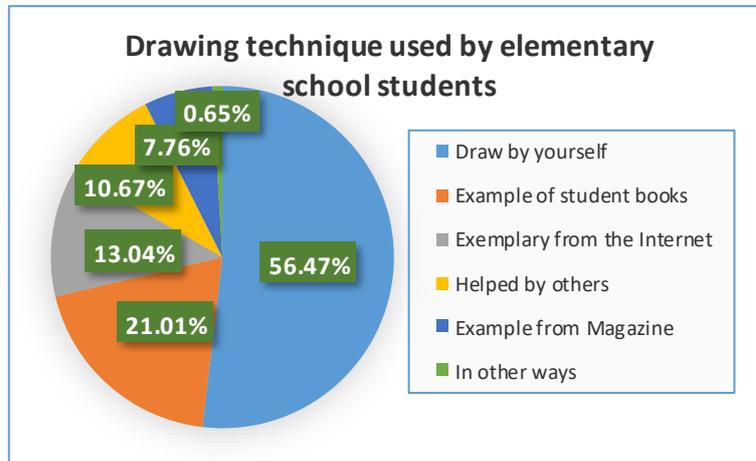


Figure 1 above shows the percentage of students' drawing techniques done by elementary school students are as follows: (1) many students (56.47%) used self-drawing or self-creation, (2) other students (21.01%) imitate pictures in student books, (3) a smaller amount of them (13.04%) imitate pictures from the Internet, (4) only several students (10.67%) assisted by others, including their father, mother, siblings and friend, (5) there are 7.76% of students who imitate pictures in magazines and (6) less than one percent (0.65%) of the students used other ways. These include seeing objects directly drawn and looking at teachers' demonstration drawings and imagining their own.

The various ways of drawing done by elementary school students can produce a composition of drawing artworks that are realised through the elements of line, shape and colour. This method of drawing forms the symbolic meaning of ideas, charts, shapes of an object, location, position, direction, size, motion and so on. The meaning of an object is created by displaying colours that are varied, spontaneous, coarse and free. This can also be done by careful colouring that is flat and smooth. It may give the impression of a cool, cold, dim, hot or another atmosphere. It can be confirmed that the diversity of the composition of elementary school children's drawing artworks is expressed through the elements of line, shape and colour. These elements generally form the symbolic meanings of ideas, charts, the shapes of objects, locations, positions, direction, size, motion and other things. The symbolic meaning of an object is expressed by presenting various colours and spontaneity.

Every way of drawing/drawing technique done by elementary school students will produce specific characteristics as forms of self-actualisation or the expression of feelings through creating art that is in accordance with their interests. The pictures of children have advantages. They can observe the development of the soul. They also have features in their compositions, shapes, ways of drawing, colours, types, lines and themes, which produce very interesting pictures (Eshun, Mohammed, Appiah, & Nkrumah, 2018) (Pat & Canselier, 1982).

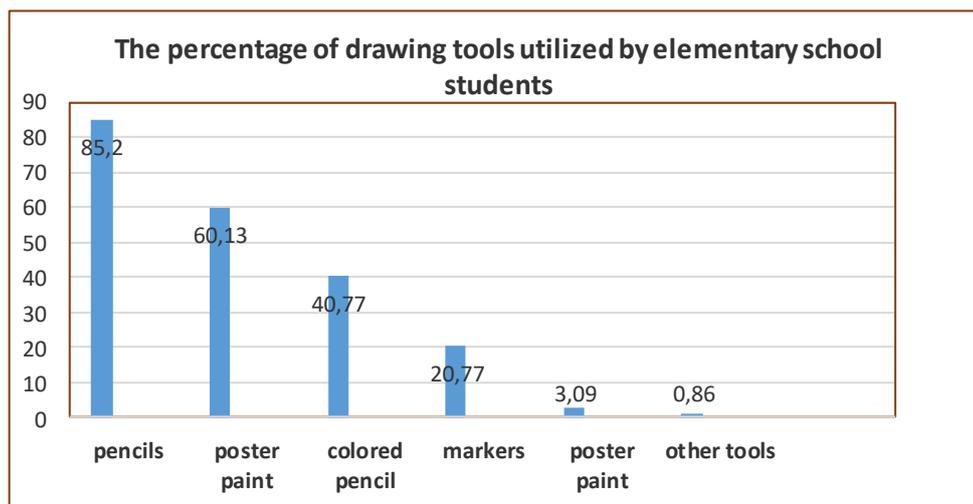
### Drawing tools used by elementary school students

From several types of drawing tools used by the students, the researchers emphasise that types of dry dyes, such as pencils, coloured pencils and crayons, still dominate selection and use in the drawing activities of elementary school students in each grade. The use of drawing tools by elementary school students in each grade is described as follows:

*First*, almost all students in grade III (98.84%) used drawing tools in the form of pencils. More than half number of them (59.88%) used drawing tools in the form of crayons or pastel paint. A few of the students used other materials. *Second*, with almost the same condition, students in grade IV (84.55%) used drawing tools in the form of pencils. *Third*, most of the students in grade V (77.66%) used crayons as the drawing tools. *Fourth*, the drawing tools utilised by students in grade VI were mostly (79.76%) pencils as well. The results are shown in figure 2 below.

**Figure 2**

*Percentage of drawing tools utilised by elementary school students*



The tendency of drawing tools used by elementary school students in grade III, IV, V, and VI can be confirmed in the form of a graph. Namely, (a) most of the students (85.20%) used pencils most often when drawing pictures; (b) some of them, with a percentage of 60.13%, used poster paint; (c) quite a small amount of them (40.77%) used coloured pencils; (d) a small number (20.27%) used markers; (e) 3.09% of the students used poster paint; and (f) 0.86% of them used other drawing tools, such as a pens.

### CONCLUSIONS

*First*, in terms of the drawing techniques carried out by most of the elementary school students in Malang city and regency, 56.47% of the students drew pictures by self-drawing or self-creation, 21.01% of them copied pictures portrayed in student books, 13.04% of them imitated

pictures from the Internet, 10.67% of them were assisted by other people, including their father, mother, siblings and friends and 7.76% of them imitated pictures in magazines. 0.65% of them used the other ways. Examples include looking directly at objects to be drawn and looking at teachers' drawing demonstrations in class and imagining their own drawings.

*Second*, concerning the use of drawing tools utilised by elementary school students in Malang city and regency, (a) most of the students (85.20%) used pencil in drawing pictures, (b) 60.13% of them used poster paint and (c) 40.77% of them used colour pencils. (d) 20.27% of them used markers, (e) 3.09% of them used poster paint and (f) 0.86% of them used other drawing tool, like a pen.

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