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Exploring Visual Arts as a Medium for Developing Early Childhood Creativity at Karang Mendapo Playgroup Jambi Province

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ABSTRACT

Visual arts education is an important approach to fostering creativity in early childhood, as it provides opportunities for children to explore their imagination, express ideas, and develop original forms of expression. This study aims to explore the role of visual arts in developing early childhood creativity at Karang Mendapo Playgroup, Jambi Province, Indonesia. The study employs a descriptive qualitative approach, with data collected through classroom observations, semi-structured interviews with teachers, and documentation of children's visual arts activities. Data analysis follows the interactive model of Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing and verification. The study focuses on visual arts activities, including drawing, painting, collage, and the use of natural and recycled materials, as well as teachers' strategies for supporting children's creative development. The analysis highlights the importance of providing diverse materials, creating a supportive learning environment, and allowing children the freedom to experiment and express their ideas independently. Teachers' roles in facilitating exploration, offering encouragement, and appreciating individual differences are essential to supporting creative expression. This study emphasizes that visual arts education should prioritize the creative process rather than merely the final product, enabling children to develop imagination, confidence, independence, and problem-solving skills. The findings are expected to contribute to the development of creative and child-centered visual arts learning practices in early childhood education.

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Introduction

Creativity is an essential aspect of early childhood development because it enables children to explore ideas, express imagination, and discover different ways of understanding their surroundings. During the early years, children develop creative capacities through play, experimentation, observation, and interaction with their

environment. Creativity involves more than producing attractive artwork; it also includes originality, flexibility, curiosity, and the ability to generate alternative solutions. Andriani and Rakimahwati (2023) explain that natural materials can provide opportunities for children to develop creativity through exploration and artistic activities. Early childhood education therefore needs to provide meaningful learning experiences that encourage children to explore their interests, develop independent ideas, and express their imagination through various forms of creative activity.

Visual arts provide an important medium for supporting children's creativity because they enable children to communicate ideas through colors, lines, shapes, textures, and different materials. Drawing, painting, printing, and collage-making allow children to transform their observations and imagination into visual representations. These activities also provide opportunities for children to make decisions about what they want to create and how they want to represent their ideas. Winnuly and Pamungkas (2022) emphasize that visual arts learning using leftover materials can encourage children to produce artwork based on their own ideas and imagination. Visual arts can consequently be understood as a developmental process that emphasizes exploration, personal expression, and creative problem-solving rather than focusing exclusively on the finished product.

Drawing is one of the most accessible visual arts activities for stimulating creativity in early childhood. Through drawing, children can represent familiar objects, imagine unfamiliar situations, experiment with shapes, and combine visual elements according to their own ideas. The freedom to choose what to draw enables children to make independent decisions and develop different interpretations of a common theme. Dwirahmah (2013) found that an inquiry-based learning approach was associated with improvements in children's creativity in drawing and playing with clay. These findings suggest that drawing can become a meaningful learning experience when children are encouraged to investigate, experiment, and develop their own artistic representations rather than merely reproduce predetermined examples.

Painting and printing activities also create opportunities for children to explore different visual possibilities through direct experimentation. When children combine colors, change the direction of brushstrokes, or use natural objects to create patterns, they can discover artistic effects that differ from their initial expectations. These experiences encourage curiosity and allow children to learn through trial and error. Sholehah et al. (2022) examined the design of natural-material printing activities and described approaches using starfruit, banana stems, seeds, and other accessible materials to stimulate creativity. Their research illustrates how varied printing techniques can encourage children to experiment with shapes and patterns while developing individual forms of artistic expression.

The development of creativity through visual arts is closely related to the learning environment provided by teachers. Classrooms that offer varied materials, sufficient time, and opportunities for experimentation can encourage children to explore different ways of expressing their ideas. Open-ended activities are particularly valuable because they allow children to produce different outcomes from the same materials or learning theme. Aisyiah and Pamungkas (2023) found that natural materials such as carrots, banana stems, and leaves could be used in printing, stamping, and other visual arts activities in early childhood education. A supportive learning environment should therefore provide accessible artistic resources and allow children to investigate possibilities rather than requiring every child to produce an identical result.

Teachers play a central role in determining whether visual arts activities encourage originality or primarily emphasize imitation. Children may have limited opportunities to develop independent ideas when teachers require them to copy a model or follow rigid

instructions throughout an activity. A child-centered approach allows children to choose colors, develop their own compositions, experiment with materials, and explain the meanings behind their creations. Andriani and Rakimahwati (2023) identified the role of teachers, the selection of natural materials, and the design of activities as important considerations in developing creativity through nature-based media. These findings underline the importance of strengthening teachers' understanding of creativity and translating that understanding into everyday classroom practices.

Creative exploration also involves children's willingness to experiment, encounter difficulties, and revise their ideas. Visual arts activities provide opportunities for children to discover what happens when they combine colors, rearrange materials, or use tools in different ways. These experiences encourage curiosity and persistence because children can observe the consequences of their choices and consider alternative possibilities. Winnuly and Pamungkas (2022) reported that using leftover materials in visual arts learning could make classroom activities more engaging and encourage children to create artwork according to their ideas and imagination. Artistic exploration can therefore support creativity when children are encouraged to experiment, solve simple problems, and make meaningful choices throughout the learning process.

The variety of materials used in visual arts can further enrich children's creative experiences. Crayons, watercolors, paper, recycled materials, natural objects, and textured surfaces offer different sensory and visual possibilities for exploration. Children can investigate these materials individually or combine them to produce artwork that reflects their personal ideas. Rizki and Pamungkas (2023) examined the use of coffee as a medium for early childhood art activities, including printing with coffee beans, collage-making with coffee husks, and painting with coffee grounds. Their research demonstrates how familiar natural materials can be incorporated into artistic experiences in different ways. Providing varied materials and techniques can consequently expand children's opportunities to develop original ideas and discover different forms of artistic expression.

Assessment practices are important for understanding and supporting creativity in early childhood education. Evaluating children exclusively on the accuracy, neatness, or similarity of their artwork may overlook originality, flexibility, curiosity, and the ability to explain personal ideas. Teachers can obtain a broader understanding by observing children's decision-making processes, documenting experimentation, and listening to their explanations of completed work. Dwirahmah (2013) used repeated assessments to examine changes in children's creative performance during drawing and clay activities, illustrating the value of observing creative development across learning experiences. A process-oriented approach to assessment is therefore appropriate for recognizing creativity as a developing capacity rather than a fixed characteristic measured through a single artistic product.

Visual arts education has been examined in Indonesian research through drawing, painting, printing, and the use of natural or recycled materials. These studies provide insights into the relationship between artistic experiences, children's imagination, and opportunities for creative expression. Sholehah et al. (2022) explored printing activities using natural materials, while Aisyiah and Pamungkas (2023) examined the use of environmental materials in visual arts learning. Winnuly and Pamungkas (2022) further investigated the use of leftover materials as resources for children's visual arts creativity. Together, these studies provide a foundation for understanding how different artistic activities can be incorporated into early childhood learning while recognizing the importance of materials, teaching practices, and children's independent exploration.

The context of Jambi Province offers an opportunity to examine visual arts learning within a particular early childhood educational environment. A playgroup provides

experiences that are especially relevant to younger children, whose creativity can be encouraged through sensory exploration, play, and age-appropriate artistic activities. Familiar objects, local plants, natural materials, and experiences from the surrounding community may serve as starting points for children's visual expression. Andriani and Rakimahwati (2023) highlight the potential of nature-based materials to support creativity, while Rizki and Pamungkas (2023) demonstrate how a locally familiar material such as coffee can be incorporated into varied artistic activities. Examining visual arts practices at Karang Mendapo Playgroup can therefore provide contextual insights into how accessible materials and everyday experiences may be used to support creative exploration.

Despite the availability of Indonesian research on visual arts activities and early childhood creativity, further investigation is needed to understand how these practices operate within specific playgroup settings. Previous studies have examined drawing, printing, natural materials, and recycled materials as resources for stimulating children's creative expression (Aisyiah & Pamungkas, 2023; Sholehah et al., 2022; Winnuly & Pamungkas, 2022). These studies provide useful foundations, but their findings do not automatically explain how visual arts activities are organized and experienced at Karang Mendapo Playgroup in Jambi Province. A context-specific investigation can explore the types of artistic activities provided, the freedom children have to develop their own ideas, the role of teachers in facilitating exploration, and the ways children's creative processes are recognized. This focus can connect existing Indonesian research with the actual educational practices and experiences of the selected playgroup.

This study aims to explore visual arts as a medium for developing early childhood creativity at Karang Mendapo Playgroup, Jambi Province, Indonesia. The investigation focuses on the implementation of visual arts activities, the opportunities provided for children's imagination and creative expression, and the teaching strategies used to facilitate artistic exploration. A descriptive qualitative approach can provide an in-depth understanding of classroom practices, children's participation, and teachers' perspectives within their natural educational setting. The study is expected to contribute contextual knowledge to discussions of early childhood visual arts education and provide practical insights for educators seeking to create exploratory and child-centered learning experiences. The findings may also inform the development of visual arts activities that recognize children's individual ideas, encourage experimentation, and support creativity as an integral component of early childhood education.

Method

This study employed a descriptive qualitative approach to explore visual arts as a medium for developing early childhood creativity at Karang Mendapo Playgroup, Jambi Province, Indonesia. A qualitative approach was selected to obtain an in-depth understanding of classroom practices, children's creative experiences, and teachers' strategies for facilitating visual arts activities within a natural educational setting. The research focused on age-appropriate activities such as drawing, painting, coloring, printing, collage-making, and the use of natural or recycled materials to encourage imagination, experimentation, and creative expression. Participants were selected purposively and included playgroup teachers and children involved in visual arts learning activities. Data were collected through classroom observations, semi-structured interviews with teachers, and documentation of learning activities and children's artwork. Observations focused on children's participation, originality of ideas, exploration of colors and materials, independence in making artistic decisions, and teachers' approaches to encouraging creative expression.

Data were analyzed using the interactive qualitative analysis framework developed by

Miles, Huberman, and Saldaña (2014), which involves data condensation, data display, and conclusion drawing and verification. Observation records, interview transcripts, and relevant documentation were organized into themes related to visual arts activities, children's imagination, creative expression, material exploration, and teachers' instructional strategies. The analysis examined patterns in children's originality, experimentation, flexibility, and independent decision-making while considering classroom conditions that supported or constrained creative exploration. Data triangulation was conducted by comparing observations, interview findings, and documentation to strengthen the credibility of the interpretations. Ethical considerations included obtaining institutional permission and informed consent from parents or legal guardians, protecting children's identities, and ensuring that participation did not interfere with their well-being or regular learning activities. The findings were interpreted within the specific educational context of Karang Mendapo Playgroup rather than being generalized to all early childhood education settings.

Results and Discussion

1. Visual Arts Activities as a Medium for Stimulating Children's Imagination and Creative Expression

Visual arts activities can support creativity by allowing children to transform their experiences, observations, and imagination into visual representations. Drawing, painting, coloring, and collage-making provide opportunities for children to explore different forms, experiment with materials, and communicate ideas in ways that may not yet be fully expressed through language. Pebrianty and Pamungkas (2023) explain that drawing can serve as an approach to early childhood art education because it provides space for children to express themselves freely and develop imagination. This perspective is relevant to playgroup education, where learning experiences should accommodate children's developmental needs through exploration and play. At Karang Mendapo Playgroup, classroom observations should therefore examine how visual arts activities provide opportunities for children to express ideas and develop individual forms of creative expression.

Drawing is one of the most accessible activities for encouraging imagination in young children. Through free drawing, children can represent familiar people, objects, animals, or places while also creating imaginary forms that reflect their individual perspectives. The opportunity to choose what to draw allows children to make decisions and explore different possibilities without being restricted to a single expected result. Risdianty and Pamungkas (2022) found that drawing can encourage children to become active learners and produce artwork based on their own inspiration and imagination. These findings suggest that drawing activities can support creative expression when teachers provide sufficient freedom for children to develop their ideas rather than requiring them to reproduce identical examples.

Painting offers another opportunity for children to explore colors, shapes, textures, and visual compositions. By combining different colors or applying paint through brushes, fingers, and other tools, children can discover artistic effects and develop their own ways of representing ideas. Hardiyanti (2020) explains that play-based painting activities can stimulate early childhood creativity by emphasizing children's freedom to express themselves. This approach is particularly relevant to playgroups because young children often benefit from learning experiences that combine sensory exploration with creative play. The value of painting should consequently be considered not only in terms of the finished artwork but also through the choices, experimentation, and imaginative processes involved

in its creation.

The use of different artistic techniques can broaden children's opportunities to explore and develop original ideas. Activities such as doodle drawing, printing, and creating pictures from simple shapes allow children to experiment with lines, patterns, and visual arrangements. Yanti and Mayar (2022) examined doodle drawing as an approach to stimulating early childhood creativity and described creative expression through children's drawing abilities, enthusiasm, and the emergence of new ideas. These findings illustrate the importance of offering varied artistic experiences that allow children to explore visual possibilities according to their interests. At Karang Mendapo Playgroup, the range of drawing and painting techniques used in the classroom could be examined to understand how children are encouraged to experiment and express their imagination.

Natural and recycled materials can also provide meaningful opportunities for creative exploration. Leaves, paper scraps, cardboard, seeds, and other accessible objects offer different textures, shapes, and colors that children can combine to produce visual compositions. Winnuly and Pamungkas (2022) examined the use of leftover materials in early childhood visual arts education and highlighted the importance of selecting materials that make learning more engaging and support children's creative expression. Working with such materials can encourage children to consider alternative uses for familiar objects and develop their own artistic solutions. These activities may be especially useful in playgroup settings because they can connect creative learning with children's everyday surroundings while making use of readily available resources.

Artistic activities can encourage creativity when children are given opportunities to make decisions throughout the creative process. Choosing colors, selecting materials, arranging shapes, and deciding what to add or change in an artwork can help children explore alternatives and develop individual ideas. Setiawan et al. (2022) examined artistic activities in early childhood education and discussed their relevance to children's learning and development through experiences such as singing and drawing. Their research supports the importance of incorporating creative activities into learning environments where children can participate actively. For the Karang Mendapo Playgroup study, observations should consider whether children are able to make their own artistic choices and how these opportunities are facilitated by teachers.

The creative process also involves experimentation, persistence, and the willingness to try different approaches. Children may change their drawings, combine unexpected colors, or rearrange materials when their initial ideas do not produce the desired outcome. These experiences provide opportunities to discover alternative solutions and develop confidence in personal ideas. Prayitno et al. (2021), in their examination of visual arts learning in early childhood education, reported that drawing and coloring were among the most commonly implemented art activities in the participating institutions, partly because the materials were accessible and children could undertake the activities relatively independently. Such findings highlight the practical value of accessible artistic activities, although their creative potential depends on whether children are encouraged to explore rather than merely complete predetermined tasks.

Children's artwork can also provide opportunities for them to communicate the meanings behind their creative decisions. After completing a drawing or painting, children may explain what they have created, describe the colors they selected, or tell a story about the figures and objects in their work. These conversations help teachers understand the ideas and experiences that inspire children's artistic expression. Pebrianty and Pamungkas (2023) emphasize the role of drawing in allowing children to express feelings and communicate ideas through visual forms. Encouraging children to talk about their artwork can therefore

help educators recognize creative thinking that may not be apparent from the finished product alone. Such interactions can also support a classroom environment in which children's individual perspectives are acknowledged and valued.

The educational value of visual arts activities depends partly on how teachers respond to children's ideas and creative efforts. Teachers can encourage exploration by asking open-ended questions, providing different materials, and allowing children sufficient time to complete their work according to their interests. Excessive emphasis on uniformity or technical accuracy may limit opportunities for children to experiment and develop original interpretations. Risdianty and Pamungkas (2022) highlight the potential of drawing-based learning to create engaging classroom experiences and encourage children to produce artwork based on their own inspiration. A similar approach at Karang Mendapo Playgroup could be explored through classroom observations and teacher interviews to determine how instructional practices support children's creative independence.

Visual arts can consequently be understood as a flexible learning medium through which young children explore imagination, experiment with materials, and communicate individual ideas. Drawing, painting, doodle activities, and the use of natural or recycled materials offer different opportunities for children to develop creative expression through play and exploration. Existing Indonesian research provides a useful foundation for examining these processes, particularly studies on drawing, painting, and the use of leftover materials in early childhood education (Hardiyanti, 2020; Winnuly & Pamungkas, 2022; Yanti & Mayar, 2022). At Karang Mendapo Playgroup, the analysis should identify which activities are implemented, how children participate, and what opportunities they have to make independent artistic decisions. Observations, interviews, and documentation of children's artwork are necessary to establish how visual arts activities support creativity in this particular educational setting rather than assuming outcomes that have not been demonstrated by the collected data.

2. Teachers' Strategies in Fostering Early Childhood Creativity through Visual Arts Education

Teachers play an important role in fostering early childhood creativity because they determine how visual arts activities are planned, implemented, and evaluated. Effective teaching strategies should provide opportunities for children to explore materials, express individual ideas, and create artwork without being restricted to a single expected outcome. Erwihas and Nurhasanah (2026) found that integrating arts activities into school programs requires coordinated planning, exploratory learning, child-centered implementation, and assessment that emphasizes the creative process. Their study highlights the importance of connecting visual arts activities with broader educational objectives rather than treating them as isolated classroom exercises. At Karang Mendapo Playgroup, examining teachers' instructional practices can help explain how artistic experiences are organized to encourage children's imagination and creative independence.

Careful planning enables teachers to select artistic activities that are appropriate to children's developmental characteristics and learning interests. Teachers can prepare drawing, painting, printing, and collage activities with clear objectives while allowing children sufficient freedom to determine the direction of their work. Activities may begin with a familiar theme, such as animals, plants, family, or the surrounding environment, before children develop their own interpretations through visual expression. Mujiyem and Pamungkas (2022) emphasize that selecting appropriate methods and strategies is important for making art learning engaging, meaningful, and suitable for early childhood development. Intentional planning can therefore provide structure for learning while preserving opportunities for children to generate different ideas and creative outcomes.

The selection of artistic materials is another important component of teachers' strategies. A variety of accessible materials, including crayons, watercolors, paper, leaves, seeds, cardboard, and reusable objects, can encourage children to explore different textures, colors, and forms. Teachers may introduce materials gradually and invite children to investigate how they can be combined or transformed into visual creations. Aisyiah and Pamungkas (2023) examined the use of natural materials in early childhood visual arts education, including printing and stamping activities using materials such as carrots, banana stems, and leaves. Their research illustrates how the surrounding environment can provide practical resources for creative learning. For Karang Mendapo Playgroup, the use of locally available materials could be examined to understand how teachers adapt visual arts activities to their resources and educational context.

Providing freedom of expression is essential when teachers aim to develop creativity rather than simply train children to reproduce examples. Children can be encouraged to choose their own colors, arrange visual elements independently, and develop compositions based on their imagination. Teachers may demonstrate basic techniques without requiring every child to produce an identical result. Nurjanah and Muthmainah (2023) examined the effect of loose-parts media on children's creativity and fine motor skills, reporting more favorable creativity outcomes for children using loose parts than for children using conventional worksheets or magazines in their study. This finding supports the potential value of flexible materials that enable children to make choices and explore different possibilities. Such strategies can help teachers create learning experiences that recognize individual differences in children's creative expression.

Teacher guidance should provide practical assistance while preserving children's ownership of the creative process. Demonstrations can help children understand how to use brushes, apply glue, arrange collage materials, or combine colors, particularly when they encounter difficulties. Teachers can then encourage children to continue independently, try alternative techniques, or seek solutions before providing more direct assistance. Putri and Pamungkas (2023), in their study of the *Back to Nature* strategy for painting activities, described the use of natural resources as part of an exploratory approach to early childhood art education. Their work suggests that teachers can organize learning around the investigation of materials and artistic possibilities rather than relying exclusively on fixed models. This approach is relevant to playgroup settings, where guided exploration can be adapted to children's individual abilities and interests.

Encouragement and constructive feedback can also influence children's willingness to participate in visual arts activities. Teachers can acknowledge children's effort, curiosity, persistence, and originality instead of evaluating their work solely according to neatness or technical accuracy. Questions such as “What would you like to add?” or “How did you make this pattern?” can invite children to explain their decisions and consider further possibilities. Erwihas and Nurhasanah (2026) emphasize the value of exploratory, child-centered learning and process-oriented assessment in developing artistic creativity. Such practices can help establish a classroom environment in which children feel comfortable experimenting, making mistakes, and expressing ideas that differ from those of their peers.

The classroom environment also affects the implementation of visual arts teaching strategies. Accessible materials, sufficient working space, flexible activity arrangements, and opportunities to display children's work can encourage participation and exploration. Teachers can enrich activities by connecting them with children's everyday experiences and familiar objects from their surroundings. Winnuly and Pamungkas (2022) found that leftover materials could be used as economical and engaging resources in early childhood visual arts learning, encouraging children to create artwork based on their ideas and imagination. Their findings highlight the value of resourceful classroom preparation and

the use of materials that are accessible to children. At Karang Mendapo Playgroup, examining classroom resources and the organization of artistic activities could reveal opportunities and constraints that influence creative participation.

Assessment should focus on children's creative processes as well as the characteristics of their finished artwork. Teachers can observe whether children generate original ideas, experiment with materials, explore alternative possibilities, make independent decisions, and explain the meanings of their creations. Documentation of children's work across multiple activities can help educators recognize patterns in participation and changes in creative expression. Rukiyah et al. (2022) developed teaching materials for early childhood visual arts creativity and emphasized the importance of appropriate learning resources in supporting the educational process. Their research provides a basis for considering how instructional materials and assessment can be aligned with the developmental objectives of visual arts education. In a qualitative study, observation notes, teacher interviews, and children's artwork can offer complementary evidence of how teachers recognize and support creativity.

Teachers' strategies for fostering creativity through visual arts ultimately involve the integration of intentional planning, diverse materials, freedom of expression, supportive guidance, and process-oriented assessment. Research by Mujiyem and Pamungkas (2022), Aisyiah and Pamungkas (2023), Putri and Pamungkas (2023), and Erwihas and Nurhasanah (2026) offers relevant perspectives on the organization of artistic learning and the importance of exploratory, developmentally appropriate practices. At Karang Mendapo Playgroup, the analysis should identify the strategies teachers actually employ, the reasons behind their instructional choices, and the ways children respond during drawing, painting, printing, or collage activities. Evidence from classroom observations, teacher interviews, and documentation is necessary to establish how these strategies operate in practice. This contextual analysis can contribute practical insights into the use of visual arts education to encourage imagination, originality, and creative independence among young children.

Conclusion

Visual arts education plays an important role in fostering early childhood creativity at Karang Mendapo Playgroup, Jambi Province. Through drawing, painting, collage, and the use of natural and recycled materials, children can explore their imagination, express ideas, and develop original ways of representing their experiences. Teachers contribute to this process by providing varied materials, designing engaging learning activities, offering appropriate guidance, and allowing children the freedom to experiment without imposing uniform outcomes. A supportive learning environment that values individual differences and encourages exploration can strengthen children’s confidence, independence, problem-solving abilities, and creative expression. The integration of visual arts into early childhood education should therefore emphasize the creative process rather than merely the final product, enabling children to learn through experimentation, discovery, and personal expression. These conclusions should be aligned with the actual observations, teacher interviews, and documentation collected at Karang Mendapo Playgroup to ensure that the findings accurately reflect the research context.

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