

Art And Craft Creativity Among Preschool Children

Norbayanti Abu Bakar¹ & Jamal Rizal Razali²

¹UCYP University, Malaysia & ²Universiti Malaysia Pahang Al-Sultan Abdullah, Malaysia

ARTICLE INFO

Article history:

Received Dec 15, 2023

Revised Jan 25, 2024

Accepted Feb 15, 2024

Keywords:

Art,
Craft,
Creativity

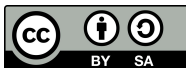
Conflict of Interest:

None

Funding:

None

Corresponding Author: Norbayanti Abu Bakar, UCYP University, Kampus Utama, Tanjung Lumpur, 26060 Kuantan, Pahang. Tel. +6011-11172761. E-mail: norbayanti@ucyp.edu.my



© Norbayanti Abu Bakar, Jamal Rizal Razali

This is an open-access article under the CC BY-SA 4.0 international license.

1. Introduction

Art and creativity are activities that allow preschool children to develop the ability to express feelings and increase imagination by being able to explore various art materials taught at school. In the PERMATA curriculum (2010), preschool children can appreciate music, art, culture, and the environment with an open mind. Arts and crafts for preschool children emphasise the process rather than the product. This is because arts and crafts activities are a learning process, and the mastery of skills and the formation of children's spirituality, attitudes, and values are more important. Preschool children exposed to art and craft activities are not to become painters or artists but to help the development of the child's overall thinking and imagination. Preschool children can interpret their creative ideas by knowing and using art materials and equipment such as drawing paper, coloured paper, brushes, colours, crayons, and waste materials in the environment. Arts and crafts can help children understand the values of pattern, harmony, and colour in the visual arts. Masitah Musa (2011) stated that children in the early stages of formal education will usually be exposed to and involved in various activities to develop their cognitive, psychomotor, and social aspects. Different activities have been designed to enable children to show and develop their talents, abilities, and creativity.

1.1 Art

Art refers to the design or work of a craft produced by painters, sculptors, and artists who can please the public to see the work. Read (1959) states that art comes from words. The Latin is 'ars', which means ability and ability to produce something with conscious control that stimulates the production of visual design art. Art is a visual object or experience consciously created through an expression of skill or imagination. Art can

also help discover and develop elementary principles of nature into beautiful forms suitable for human use. Art is the expression of creativity that is most known, liked and considered to be the excellence of human creativity. However, art is so difficult to define because each artist has their own rules and views in each of their works; art can be said to be a process and the result of the selection of a medium to produce art, whether it can convey beliefs, ideas, tastes, or feelings. John Felix (2012) explains that art can create beauty. There is no denying that art is present in aesthetics.

1.2 Craft

Crafts are goods produced using manual skills (Act 222-Malaysian Handicraft Development Corporation Act 1979). Craft is also a tangible object created by the craftsman manually with a well-defined goal using his creative abilities. Craft is a form of making that generally produces an object with a function. It is an excellent and beautiful handmade work in the art of craft. It is manifested through elements and principles of attractive shapes, colours, lines, properties, and styles. Craft art includes batik, weaving, weaving, carving, tekak, pottery, kites, tops, and personal ornaments.

1.3 Creativity

Creativity is one of the aspects of children's development. Children have creative attitudes, behaviours, and thoughts. Children always want to know about many things regardless of nature and people. Children are always curious about what they see and will satisfy their 'curiosity' needs. They also want to find opportunities to touch, see, ask, try and so on what they see and touch. Masitah Musa (2011) stated that the development of creativity is contained in one of the pillars of the 2010 National Preschool Standard Curriculum, which has a Pillar of Physical and Aesthetic Development. The development of creativity includes visual arts, music education, drama, and creative movement. According to Prof. Dr. Abdul Shukor Hashim and friends (2011:63), creativity comes from the Latin word 'creare', which means to make. As for the Greek word 'creare', it means to fulfil. Kamus Dewan (2002) also defines creativity as ability (ability, creating creative power and developing something new and original idea.

1.4 Preschool

Preschool Children are born with dynamic, unique characteristics and develop according to the natural nature of their growth process. The art and craft work produced functions as a communication tool and reflects children's thinking. The National Children's Policy from the Ministry of Women, Family and Community Development summarises that children are an essential part of society, are national assets, and will connect the pulse of national development in the future. Preschool children can help all parties plan to apply arts and crafts at an early stage so that they can master creativity.

1.5 Problem Statement

Pre-school children are generally people born by God who are creative and willing to try various ways, especially using materials. However, most teachers have blocked their creativity with limited activities. According to New, 1993; Bredekamp & Copple, 1997, children who receive continuous environmental stimulation and education will develop their creativity.

More strict supervision from the teacher is needed to encourage creativity among children to continue. Masitah Musa (2011) stated that at the preschool level, by carrying out activities that should help develop children's creativity, they receive less attention and are not in sync with the development of children's brains, causing teachers' knowledge about children's creativity not to develop and stagnate.

Confusion in every process in the ideas children try to produce in arts and crafts. According to Mohamad Firdaus Bakri (2020), children with a talent for understanding images and lines can be highlighted in the given activity. This essential sketching activity involves the physical and cognitive aspects of children's learning in preschool and can stimulate creativity.

1.6 Significant of Study

Researchers have identified that arts and crafts can help preschool children develop creativity. This also shows the readiness of the framework aspect and the need for sensitivity in arts and crafts, which needs to be planned and understood. This study was conducted to prepare the importance of arts and crafts in developing preschool children's artistic skills.

1.7 Research Objectives

The objectives of this study are:

- i. Identifying arts and crafts can increase the creativity of preschool children.
- ii. Identifying preschool children who are capable of creating aesthetic artwork.

1.8 Research Questions

The research questions are as follows:

- i. Can arts and crafts increase creativity?
- ii. What is the relationship between art and craft in producing aesthetic artwork?

2. Literature Review

Nurul Jannah Kamaruddin and Abdul Halim Masnan (2023) stated that creativity and aesthetics can apply knowledge in producing works of art creatively using various techniques and materials. This learning activity based on creativity and aesthetics allows children to appreciate.

Masitah Musa (2011) states that creativity is essential in studying children's development. Children in the early stages of formal education will usually be exposed to and involved in various activities to develop their cognitive, psychomotor, and social aspects.

Aaron Kozbelt, Ronald A. Baghetto, and Mark A. Runco (2010) describe that achieving a person's creativity is very difficult to see if it does not involve cognitive. Robert T. Brown (1989:3), Robert Fisher (2002:4) and Ananda Kumar Palaniappan (2008:9) stated that creativity has three or four main aspects that include creative processes, products creative, creative individuals and creative natural situations or environments or a combination of the four aspects.

3. Methodology

The qualitative research approach is based on participatory observation of arts and crafts activities. A qualitative research design is best suited to this study because it is more exploratory (Crawford & Irving, 2009). The theory used in this study is to see the approach, techniques, and methods used to produce children's creativity in arts and crafts. Theory is formulated as the foundations and principles that form the basis of a field of knowledge's formation, construction, and development. Gestalt theory is a process of seeing as a whole involving a cognitive process where the mind shifts from understanding each component to producing meaning from a comprehensive view and making art and craft. Gestalt theory not only looks at the results of the work but also places a high emphasis on the production process of art and craft itself.

4. Results and Discussion

The study found that Gestalt theory is that the brain perceives preschool children's elements, recognising figures and forms instead of lines, patterns, and curves. The existence of Gestalt theory also has a close relationship with the constructivist view and is widely applied in problem-solving methods. In the context of learning arts and crafts, preschool children are encouraged to use gestalt techniques so that preschool children are more out-of-the-box thinking and creative. Among the uses of Gestalt theory are:

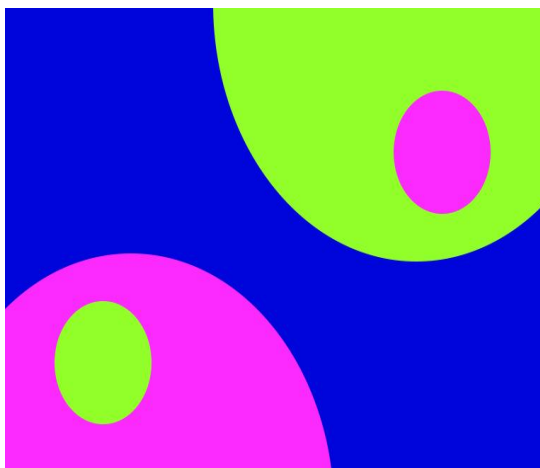


Figure 1. The Law of Symmetry and Order

This is the fundamental principle of Gestalt.

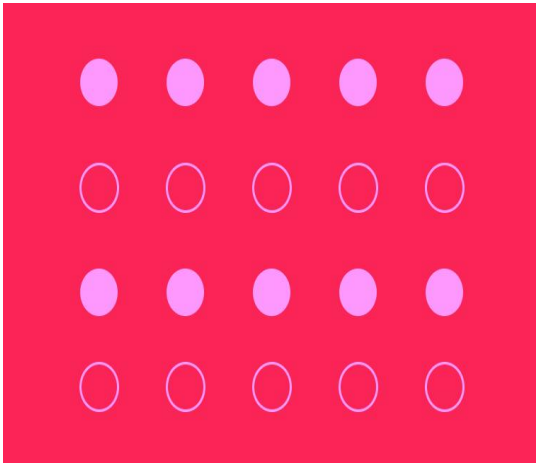


Figure 2. Similarity

This is among the Gestalt principles.

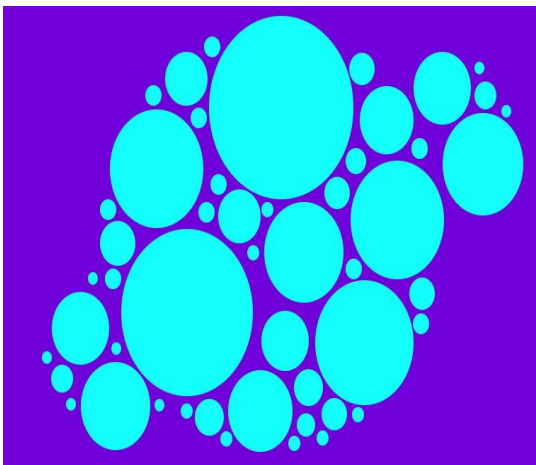


Figure 3. Proximity

This is among the most powerful gestalt principles and is known to overpower other elements of variation, colour, size, and shape.

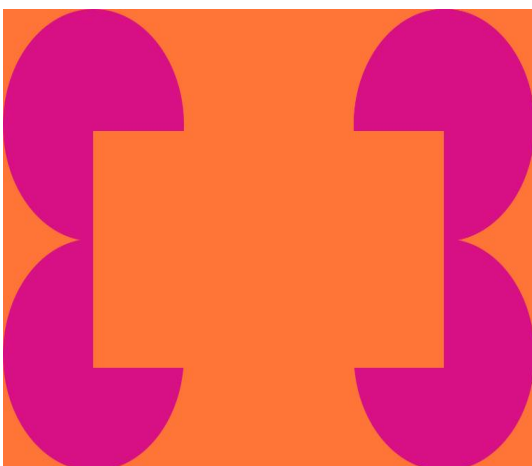


Figure 4. Closure

Closure is considered one of the most astonishing gestalt principles. It can be applied in all sorts of imaginative ways—positive and negative space combined in closure to form a whole plays a vital role in design.

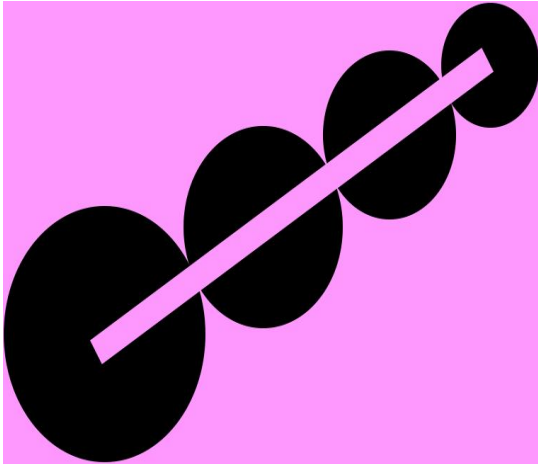


Figure 5. The Law of Continuation

The human eye tends to follow lines, paths, curves, or a sequence of shapes.

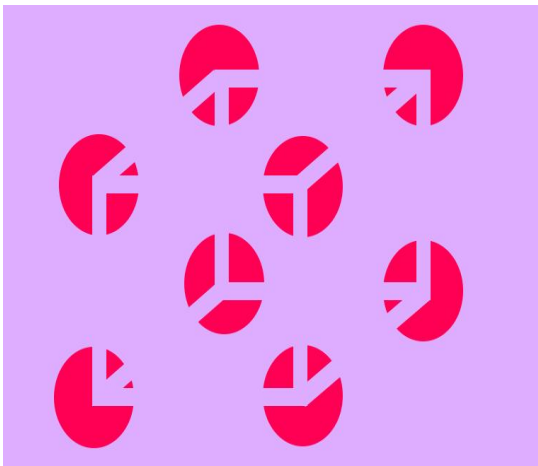


Figure 6. The Figure

This idea speaks to the human mind's tendency to separate figures from their backgrounds. These differences can be furthered by utilising several techniques, including contrast, colour, intensity, and size.

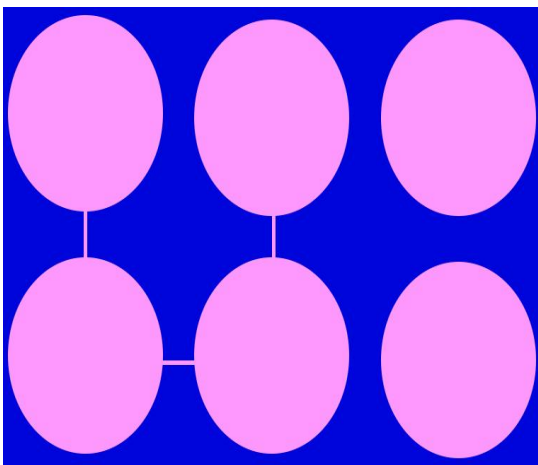
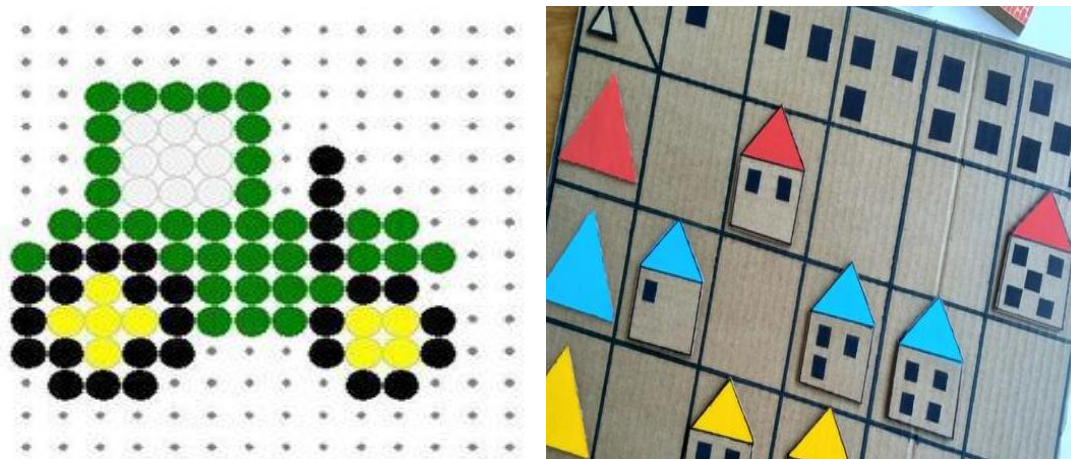


Figure 7. Uniform Connectedness

Visually connected elements are perceived as more related than elements with no connection.

The finding of the results through the Gestalt theory approach enables preschool children to master creativity where creativity comes from ideas and ideas that can be channelled based on children's talents. Art and crafts are a means of art development in preschool children with creativity. Art and crafts are

a child's activity in producing works of art. Preschool children use their hands (psychomotor) with various art media to create art and crafts.



Some samples need to be applied using the Gestalt technique among preschool children.

5. Conclusion

Each work produced by children stimulates artistic action in teaching by the teacher. The sharing and continuity of activities using Gestalt theory is an exciting method to see how preschool children think, immerse themselves in feelings, and see and test their cognitive development capabilities. Art and crafts activities provide broad opportunities for children to explore, experiment, and discover how to use all their senses; this positively influences all aspects of children's development, including self-concept. Art and craft art has a predominant influence in developing children's creativity. Art and craft allow children to explore their abilities, especially in developing unique aspects. Teachers must be flexible in facing all these differences to grow children's creativity potential. Optimistic teachers must be confident that every child has potential and that every child is a unique person.

References

- Aaron Kozbelt, Ronald A. Beghetto & Mark A. Runco (2010). *Theory of creativity*: City University of New York - Brooklyn College.
- Arnold, R. (2020). Navigating loss through creativity: Influences of bereavement on creativity and professional practice in art therapy. *Art Therapy*, 37(1), 6–15, DOI: 10.1080/07421656.2019.1657718.
- Azhar Abd. Hamid (2004). *Kreativiti: Konsep Teori & Praktis*: UTM.Johor D.T. Cates, W.M. (1990). *Panduan amali untuk penyelidikan pendidikan*. {S. Abdullah, Trans., *A Practical guide to educational research*}. Malaysia, Kuala Lumpur: Dewan Bahasa dan Pustaka & Allyn and Bacon.
- Behrens, Roy R., "Art, Design and Gestalt Theory" (1998). Faculty Publications. 2. https://scholarworks.uni.edu/art_facpub/2.
- Cropley, A. J. (2001). *Creativity in education and learning: A guide for teachers and educators*. Kodan Page Limited. The UK.
- Jaffri Hanafi, Sharulnizam Ramli Sabzali Musa Kahn (2019) *Kreativiti Menerusi Modul Bertema: Guru Menjana atau Menghalang Perkembangan Kreativiti Kanak-Kanak?* Universiti Malaya (UM).
- Kozbelt, A., Beghetto, R.A. & Runco, M.A. (2010). *Theories of Creativity*, dalam Kaufman, J.C & Sternberg, R.J. (eds), *The Cambridge Handbook of Creativity*. 20-47. New York: Cambridge University Press.
- Masitah Musa (2011) *Ekspresi Kreatif Kanak- Kanak Prasekolah*, University Selangor (UNISEL).
- Nurul Jannah Kamaruddin, Abdul Halim Masnan (2023). *Analysis of preschool creative imagination needs based on traditional Malay children's songs*: UPSI.
- Pope, R. (2005). *Creativity: Theory, History, Practice*. Routledge: London & New York.
- Runco, M.A. (2007). *Creativity Theories and Themes: Research, Development, and Practice*. New York: Elsevier Academic Press.
- Seefeldt, C. & Barbour, N. 1998. *Early Childhood Education: An Introduction (Fourth Edition)*. NJ: Prentice-Hill, Inc.

Shelia Guberman (2019). On Gestalt Theory Principles: Institute of Applied Mathematics Russian Academy of Sciences.

Torrance, E.P. (1972). Teaching for Creativity. *The Journal of Creative Behaviour*, (6).114-143.

The Authors:

Norbayanti Abu Bakar (<https://orcid.org/0000-0002-2230-9119>) is a lecturer at The Faculty of Technology, Design and Management, UCYP University, Kampus Utama, Tanjung Lumpur, 26060 Kuantan, Pahang, Malaysia. Tel. +6011-11172761. E-mail: norbayanti@ucyp.edu.my

Jamal Rizal Razali (<https://orcid.org/0000-0003-3284-4139>) is senior Lecturer at the Centre for Modern Languages & Human Sciences, Universiti Malaysia Pahang Al-Sultan Abdullah, Malaysia. Email: jamalrizal@umpsa.edu.my