

The Effect of Inquiry-Based If Figurat Drawing Learning on Critical and Creative Thinking Abilities of Group B Students In Raudhatul Athfal, Jekulo District

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Abstract: The aim of the research to be conducted is to analyze the influence of inquiry-based figurative drawing learning on students' critical thinking skills and creativity, analyze the magnitude of inquiry-based figurative drawing learning on students' critical thinking skills and creativity, and analyze the process and results of learning figurative drawing. inquiry-based on critical thinking skills and creativity in Group B students in Raudhatul Athfal, Jekulo District. In connection with this research design, researchers used quantitative methods. The data collection technique uses a questionnaire. Quantitative method consisting of independent variables and dependent variables. From the existing population of 63-, the sample was 86 group B RA students in Jekulo District. This research analysis uses the multiple liner regression analysis method using computer programs, namely Product And Service Solutions Statistics (SPSS) version 26 and Microsoft Excel 2013. As a result of the multiple linear regression analysis, it is known that the coefficient of determination which is denoted by R² means that Inquiry-Based Figurative Drawing Learning (X) and the Creativity of Group B Students in RA Jekulo District (Y₂), is reduced in the model by 55% or in other words The effective contribution (contribution) of independent variables to variations (changes) in students' critical and creative thinking (Y₁ and Y₂) is (100% - 55.8% = 44.2%).

Keywords: Inquiry-Based Figurative Drawing, Critical Thinking, Creative

1. Introduction

Art is a process of self-expression through expression and creativity. For early childhood, art is a medium for learning and understanding the world around them. (Nugraheni & Pamungkas, 2022) Currently, scientists and educators agree that art should be included as part of the curriculum from the early stages of child development. Arts education itself is important because art is an integral part of society's cultural heritage, therefore crucial for human development. (Nugraheni & Pamungkas, 2022)

Drawing is creating images. This activity is carried out by scribbling, scratching, or applying a sharp object to another object and adding color, thus creating an image. According to Pangarso, a drawing is a work of art that represents an object in detail, using pencils, pens, and other media. Drawing is the activity of representing an object in detail, using pencils, pens, and other media. Therefore, it is understandable how important the process of learning to draw is for early childhood, especially kindergarten, as this age is the age when children prepare for elementary school. (Watini, 2020)

Drawing activities can be differentiated based on their needs, function, and method of creation. Tarja Sudjana et al. (2001: 2) argue that today, drawing is widely needed and used in various activities, exemplified by drawings used for scientific, technological, economic, and educational purposes.

According to Dimyanti and Mudjiono, inquiry-based learning is a learning strategy that requires children to process messages to acquire knowledge, skills, and values. In this inquiry learning strategy, children are encouraged to engage in information gathering. This inquiry

learning strategy is a form of child-centered learning. This inquiry learning encourages children to actively seek their own knowledge, but with the use of teacher-monitored and guided learning processes. The inquiry strategy is a teaching strategy used in presenting or discussing material to help children develop their intellectual abilities and thinking skills through questions posed by teachers or other students and to find answers to these questions based on their curiosity. (Fadhila & Selian, 2023)

The concept and form of creativity differ from person to person, and this also applies to the creativity of adults and young children. Creativity in early childhood has its own unique characteristics. Children's creativity is driven by unique ideas and the growth of their imagination and fantasy. Therefore, those around them can stimulate it. (Early Childhood Teacher Education Study Program, 2018)

Furthermore, young children love everything that is beautiful, colorful, challenging, and exploratory. They want to explore and have a strong curiosity about everything around them. This is because children also have an artistic soul. Children often draw/paint with pencils, crayons, or colored pencils. Children are often afraid of anything that looks dirty. However, not everything that looks dirty is bad. (Dan et al., 2019)

Based on observations conducted on Monday, May 6, 2024, RA Matholiul Ulum and RA Thoriqotun Najah in Hadipolo Village, Jekulo District, Jekulo Regency, have been using inquiry- based learning to improve students' critical and creative thinking skills. Figurative drawing activities are also routinely conducted. However, sometimes students fail to recognize that the learning they are implementing is inquiry-based. The materials provided to encourage critical and creative thinking are provided through stimulating questions and the use of real or near-real learning media. The use of inquiry-based figurative drawing learning has been running effectively, but it has not been optimal due to time constraints and limited learning media.

Regarding previous research, entitled "The Effect of Inquiry Learning Models on the Critical Thinking Skills of 5-6-Year-Old Children," it was stated that the positive rank, or positive difference, between the pre-test and post-test scores of 5-6-year-old children's critical thinking skills was 15 positive data points. This means that all 15 children experienced an increase in critical thinking after using the guided inquiry learning model routinely for four consecutive days. The mean average increase was 8.00. The test statistic table shows that the asymp.sig. is 0.001. Since $0.001 < 0.05$, it can be concluded that the hypothesis is accepted, indicating that the inquiry learning model has an effect on the critical thinking skills of children aged 5-6 years. (Naisa et al., 2023b)

One of the skills that must be developed in early childhood is the ability to think critically and creatively. One way to address this

problem is through inquiry-based figurative drawing lessons. Children should be able to conduct their own research or experiments; teachers or educators only facilitate, guide, and direct the children in conducting their research or experiments.

Furthermore, researchers are interested in describing an activity that can develop children's artistic aspects while simultaneously challenging them and fostering new/creative thinking and critical thinking. One activity that can stimulate artistic and creative development in children is inquiry-based learning. This activity can utilize various media and techniques, including drawing, painting, and creating shapes from natural materials.

1.1 Conceptual framework

The research design, which aims to illustrate the relationship between the two variables in this study, is as follows:

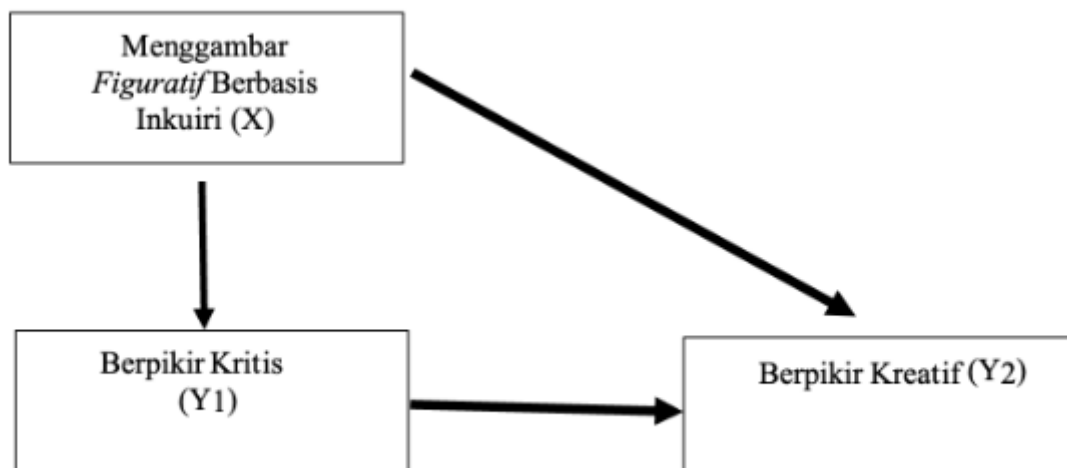


Fig. 1 - Research Design Scheme

1.2 Research objectives

The research conducted aims to analyze the influence of inquiry-based figurative drawing learning on critical thinking and creativity skills in students, analyzing the extent of inquiry-based figurative drawing learning on critical thinking and creativity skills in group B students at RA Jekulo sub-district.

2. Methodology

This research uses a quantitative approach to test the hypotheses. Quantitative research often requires the use of numbers, from data collection, interpretation, and presentation of the results (Sugiyono 2013). This quantitative research uses a correlational approach. A correlational approach is a type of research that aims to determine whether or not there is a relationship between two or more variables being measured. If there is a relationship, how close the relationship is, and whether or not this relationship is significant (Sugiyono, 2013).

The focus of this research is Inquiry-Based Figurative Drawing Learning on Critical and Creative Thinking Skills in 5-6 Year Old Students at Raudhatul Athfal (RA) in Jekulo District.

2.1 Research design

This study utilized the descriptive survey method of research. This method involves information about variables and it is employed to measure the existing phenomenon.

2.2 Respondents of the study

The research site was located at RA Thoriqotun Najah, RA Maslakul Huda, RA Roudlotus Sholihah, and RA Sirojul Munir in Jekulo District, Kudus Regency, Central Java.

There are quite a large number of RA institutions in Jekulo District, Kudus Regency, therefore, the researcher randomly sampled institutions in the northern, southern, western, and eastern parts of Jekulo. The sample size is as follows:

Table 1 - Respondent of The Study Demography by School

School Name	Students in Group B
Thoriqotun Najah	28
Maslakul Huda	12
Roudlotus Sholihah	20
Sirujul Munir	26
Total	86

This research was conducted from November 2024.

The sample size used was based on the following Slovin formula (Umar, 2002):

Where:

$n = \text{number of samples, } N = \text{population size } e = \text{error/error rate}$

$n = N$

$1 = Ne^2$

Based on the formula above, with a population of 630 and an error rate of 7%, the sample size was 86.30, rounded up to 86 respondents.

3. Findings and discussion

This section is the main part of a research article and is usually the longest section of an article. This research uses quantitative methods. Quantitative data collection uses observation, questionnaires, and documentation. Discussion: The discussion in this research covers the influence of inquiry-based drawing learning activities on improving critical and creative thinking skills in Group B students at the Jekulo District RA.

The discussion of children's imagination skills in drawing activities is divided into three parts: the influence of variable X on Y1, variable X on Y2, and variable X on Y1 and Y2.

The discussion is as follows:

The Effect of Inquiry-Based Figurative Drawing Learning on Critical Thinking Skills. T-Test (Partial Test) of Inquiry-Based Drawing Learning Variables. This test is used to determine whether the regression model of the independent variable X1 (Inquiry-Based Drawing Learning) has a partial effect on the dependent variable Y1 (Critical Thinking Skills). The following is the output of the t-test for the critical thinking variable. The partial test results are as follows:

Table 2 - The partial test results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	10252,164	2	5126,082	52,435	,000b
Residual	8114,209	83	97,762		

Total	18366,372	85
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a. Dependent Variable: Critical_Thinking

b. Predictors: (Constant), Creative_Thinking, Figurative_Inquiry_Drawing

Table 3 – T-Test result

Unstandardized Coefficients				STD Coefficients Beta	t	Sig.	Correlations		
Model		Std. Error					Zero- order	Partial	Part
1	(Constant)	12,656	6,124		2,067	0,042			
	Drawing figurative Inkuiri	0,097	0,087	0,096	1,114	0,269	0,467	0,121	0,081
	Critical Thinking	0,713	0,089	0,691	7,998	0,000	0,743	0,660	0,583

a. Dependent Variable: Critical Thinking

If $t_{table} > t_{count}$, then H_0 is accepted and H_a is rejected. If $t_{table} < t_{count}$, then H_0 is rejected and H_a is accepted with a significance value of 95% ($\alpha = 5\%$), with a df (degrees of freedom) value of $n-k-1$.

The table for 86 respondents is 1.662.

Based on the partial test results above, the calculated tvalue is 7.998, indicating that the calculated tvalue is greater than the t table.

Table 4 - ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4960,409	1	4960,409	33,843
	Residual	12311,974	84	146,571	,000b
	Total	17272,384	85		

a. Dependent Variable: Creativity

b. Predictors: (Constant), Drawing_Figurative_Inquiry

Table 5 - Coefficient Beta for dependent variable creativity

Unstandardized Coefficients				STD Coefficients Beta	t	Sig.	Correlations		
Model B		Std. Error					Zero- order	Partial	Part
1	(Constant)	34,049	6,514		5,227	,000			
	Menggambar_Figuratif	,522	,090	,536	5,817	,000	,536	,536	,536
	Inkuiri								

The results of the data analysis of inquiry-based figurative learning on critical thinking skills are shown in the t-table from 86 respondents, which is 1.662. Based on the partial test results, the calculated t-value is 7.998, indicating that the t-table is greater than the calculated t-value.

Based on the statistical test results of inquiry-based figurative drawing learning on critical thinking skills, the partial test calculation results show a calculated t-value of 7.998, higher than the t-table value of 1.662, and a p-value (sig) of 0.000, which is below 0.05 (significant level). This means that the calculated t-value is greater than the t-table ($2.067 > 1.662$), so H_0 is rejected and H_a is accepted. This means that partially, the effect of inquiry-based figurative learning on critical thinking skills is acceptable. Therefore, it can be said that learning in this program improves the critical thinking skills of group B students in living their daily lives and committing to becoming better individuals.

Early childhood critical thinking skills are children's abilities to think systematically, which includes the ability to observe, analyze, make hypotheses, and draw conclusions. (Naisa et al., 2023)

The Effect of Inquiry-Based Figurative Drawing Learning on the Creativity of Group B Students at a Kindergarten in Jekulo District.

The results of the statistical analysis of inquiry-based figurative drawing learning on the creativity of Group B students at a Kindergarten in Jekulo District show a partial t-value of 5.817, higher than the t-table value of 1.663, and a p-value (sig) of 0.017, which is below 0.05 (significant level). This means that the calculated t-value is greater than the t-table ($5.817 > 1.663$). Therefore, H_0 is rejected and H_a is accepted, meaning that the partial effect of inquiry-based figurative drawing learning on the creativity of Group B students at a Kindergarten in Jekulo District is acceptable. Therefore, it can be said that inquiry-based figurative drawing learning can influence the creativity of Group B students at a Kindergarten in Jekulo District. Creativity is a human idea or thought that is innovative, useful, and understandable. Therefore, the new thoughts a child produces are a form of creativity from the individual child. (Suyatmi, 2014)

The Effect of Inquiry-Based Figurative Drawing Learning on the Critical and Creative Thinking Skills of Group B Students at a Kindergarten in Jekulo District.

This test is used to determine whether the independent variable X has a simultaneous effect on the dependent variables (Y1 and Y2).

The following is the output of the F-test:

Table 6 - Regression result

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	10252,164	2	5126,082	52,435	0,000b
Residual	8114,209	83	97,762		
Total	18366,372	85			

a. Dependent Variable: Critical_Thinking

b. Predictors: (Constant), Creative_Thinking, Figurative_Inquiry_Drawing

Based on the analysis of the simultaneous test (F-test) results, the calculated F-coefficient was 0.558, higher than the F-table value of 1.663 at a significance level of 0.000, which is below 0.05 (the significant level). Because the calculated F-coefficient is greater than the F-table ($0.558 > 0.05$), the hypothesis is accepted.

The results of the multiple linear regression analysis revealed that the coefficient of determination, denoted by R^2 , indicates that Inquiry-Based Figurative Drawing Learning (X) and the Creativity of Group B Students at the Jekulo District RA (Y2) were reduced in the model by 55%. In other words, the effective contribution (contribution) of the independent variable to the variation (change) in critical and creative thinking of students (Y1 and Y2) was ($100\% - 55.8\% = 44.2\%$). Therefore, the remaining 44.2% is due to numerous other independent variable criteria that influence it.

According to Seto Mulyadi (Shinta, 2001: 5), developing creativity must begin early. For young children, play is the beginning of creativity. Any activity should be done in a fun atmosphere, so that there is no coercion in developing creativity. Drawing activities give children the freedom to express their ideas and thoughts. (Suyatmi, 2014)

4. Conclusions and recommendations

The research results and discussion above can be concluded Based on the partial test calculation, the calculated t-value is 7.998, higher than the t-table value of 1.662, and the p-value (sig) is 0.000, which is below 0.05 (significant level). This means the calculated t-value is greater than the t-table value ($2.067 > 1.662$). Therefore, H_0 is rejected and H_a is accepted. This means that the partial effect of inquiry-based figurative learning on critical thinking skills is acceptable. Therefore, it can be said that learning in this program improves the critical thinking skills of group B2 students. Based on the statistical test results of inquiry-based figurative drawing learning on Group B students' creativity, the partial test calculation results show a calculated t-value of 5.817, higher than the t-table value of 1.663, and a p-value (sig) of 0.017, which is below 0.05 (significant level). This means that the calculated t is greater than the t table ($5.817 > 1.663$), so H_0 is rejected and H_a is accepted, meaning that the partial Effect of Inquiry-Based Figurative Drawing. Learning on the Creativity of Group B Students at RA Jekulo District can be accepted. Therefore, it can be said that learning in this program increases the creativity of group B students.

Based on the results of the simultaneous test calculation (F test), the calculated F coefficient value is 0.558 with a result higher than the F table. 1.663 at a significance level of 0.000 which is below 0.05 (significant level). Because the calculated F is greater than the F table ($0.558 > 0.05$) then the hypothesis is accepted. Therefore, the results of the multiple linear regression analysis show that the coefficient of determination, denoted by R^2 , indicates that the influence of Inquiry-Based Figurative Drawing Learning (X) on the Creativity of Group B Students at the Jekulo District RA (Y2) was reduced in the model by 55%. In other words, the effective contribution (contribution) of the independent variable to the variation (change) in critical and creative thinking of students (Y1 and Y2) was ($100\% - 55.8\% = 44.2\%$). Therefore, the remaining 44.2% is due to the many other independent variable criteria that influence it.

Based on the conclusions outlined above, the researcher offers the following suggestions:

1. Inquiry-based figurative learning activities should be made more engaging to support students' critical and creative thinking.
2. Inquiry-based figurative learning activities can be implemented in a more structured manner, starting with observation, questioning, exploration, discussion, and reflection, so that students' critical and creative thinking can be maximized.
3. This research shows that inquiry-based figurative drawing learning activities develop critical thinking and creativity in Group B RA students in Jekulo District.

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Conflict of Interest

Authors declare there is no conflict of interest.

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