



## **Training Children's Ability To Express Feelings Through Free-Drawing In Children Aged 4-5 Years**

**Suzana<sup>1✉</sup>, Muasomah<sup>2</sup>, Supriyatun<sup>3</sup>**

<sup>1</sup>Universitas Islam Bandung, Indonesia

<sup>2,3</sup>Universitas Islam Bunga Bangsa Cirebon, Indonesia

Email : [suzana@unisba.ac.id](mailto:suzana@unisba.ac.id), [mu'asomah96@gmail.com](mailto:mu'asomah96@gmail.com)

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### **ABSTRACT**

The ability of children to express feelings through free drawing at the age of 4-5 years at Ahsin Sakho Qur'anic School Playgroup & Kindergarten Kebon Pring Arjawinangun Cirebon in the 2024-2025 academic year, the material in the research is based on the inability of the participants to express their feelings, so that it is necessary to provide stimulus to train children's ability to express feelings, namely through free drawing activities, so that students will be able to express their thoughts, know what they want, be able to be open with the experiences they have, even students will understand about themselves and understand what they want, this research is a type of classroom action research, data collection techniques used are observation, interviews, field notes or documentation, the results of the study show that after this research, students ability to express feelings has increased from 20% before action, gradually increasing in the first cycle to 60% and cycle II TO 82%.

**Keywords:** *feeling; draw; child*

### **INTRODUCTION**

Early childhood is the optimal time for a child's development and is often referred to as the "golden age." This is also called the "golden age" of early childhood education. Providing appropriate stimulation for a child's education has a positive impact on the developing brain function. (L. Hasanah et al., 2024) Early childhood is often called the "golden age," a period of development that must be utilized to ensure children grow at their own pace. The arrival of a child's maturity does not come a second time. Keith Osborn, Burton L. White, and Benjamin S. Bloom, in Bloom's Theory, state that the early years of a child's

development are quite advanced. Intellectual development, or the growth of a child's ability to think, reason, and solve problems, reaches 50% by age 4. 80% occurs by age 8, and reaches its highest point by age 18. (Trenngonowati & Kulsum, 2018) The early stages of development in growth and development, where the golden age is the best period for growth, every child has... Different processes occur during their optimal period and will thrive if provided with appropriate activities and stimuli. Children will thrive as they receive these stimuli.

Free drawing activities can stimulate social-emotional development. Social-emotional development in a child is also defined as actions accompanied by certain feelings that encompass the individual when interacting with those around them (Ilmiah et al., 2024). Drawing activities provided to children provide many benefits. Besides being a stimulus for child development, drawing also impacts other aspects of development. Drawing provides the freedom to develop feelings and skills. It stimulates the right brain, trains memory, provides a medium for sublimating feelings, and fosters creativity. (Qotrunnada, 2024)

Socio-emotional development is included in the MPR RI Decree and is an important focus of the curriculum framework in the Minister of Education, Culture, Research and Technology Regulation No. In Law No. 12 of 2024, one of the key points in children's positive emotions is the aspect of emotional development, which also pays attention to, where students are taught to recognize and manage their emotions in a healthy way. (Minister of Education and Culture, 2024) Expressing feelings in early childhood is not easy. Sometimes children need help in expressing their feelings appropriately, because feelings encompass emotional states, including disappointment, happiness, sadness, joy, and other feelings that children are not yet able to express.

According to Sarlito, Wirawan Sarwono expressed his opinion regarding emotions, which are a state of a person based on their effectiveness, whether shallow or deep. (Mahmud & Fajri, 2021) The results of a literature study indicate that the percentage of children who are able to express their feelings and imagination through drawing is 38.75%, while the percentage of children who are less able to express their feelings and imagination through 61% of children in Group A were able to express their feelings and imagination through drawing. 25% of children in Group A at Al I'dad Annur Kindergarten were classified as good. (Jasmine, 2014) From observations at Ahsin Sakho Qur'anic School, of 15 children aged 4-5 years, only 3 were able to express their feelings, so providing free drawing as a stimulus was needed.

## METHOD

Training children's ability to express feelings through free-form drawing in children aged 4-5 years using Classroom Action Research (CAR). Practical action research can be conducted in various situations/environments. The main objective of this research is to improve short-term work practices and uncover problems. (Payadnya et al., 2022, p. 8). The characteristics of classroom action research indicate that this research emphasizes the collaborative process of group members to find solutions to problems faced. Rather than merely conducting research on a specific subject, CAR also serves to discover changes in group members for the better and improve the quality of work. (Payadnya et al., 2022, p. 6). Classroom action research is conducted in a recurring cycle, as in Kurt Lewin's CAR design, which includes four components: Planning, Action, Observation, Reflection.

The implementation does not limit the number of cycles, so this research will end when the results meet the established improvement criteria. (Payadnya et al., 2022, p. 17).

## RESULTS AND DISCUSSION

Based on the results of the pre-cycle research, only a few children were able to express their feelings. Before the researchers observed the children's ability to express their feelings, it was discovered that there were still problems, and there were no activities that supported children's ability to express their feelings. Therefore, the researchers and teachers agreed to hold a free-form drawing activity to enable the children to express their feelings. The first cycle of research began with a discussion with the class teacher and the accompanying teacher regarding the activities to be conducted during the research at Ahsin Sakho Qur'anic School, Kebon Pring, Arjawinangun, specifically in kindergarten group A. The discussion results were as follows:

1. The researcher explained the research activities to be conducted in two cycles.
2. The researcher proposed a free drawing activity method for Group A, which would be conducted in the first cycle of free drawing activities in the classroom, and outside the classroom for the second cycle.
3. The researcher discussed observation as an assessment instrument, using data collection and documentation, as well as interviews as reflections during the research.
4. An agreement was reached during the discussion that the researcher would be the implementer of the action, the homeroom teacher, and the accompanying teacher would be the observers.

The time allocation was agreed upon at 50 minutes, with the first 25 minutes for the free drawing session and the last 25 minutes for practicing children's ability to express their feelings expressed in their drawings. Completed activities: 1. The teacher begins the lesson by introducing the free drawing activity, discussing with the children, and preparing drawing books and media for free drawing. 2. The teacher observes the free drawing activity. 3. The teacher allows the children to express their feelings freely through drawing. 4. The teacher asks about the children's feelings and what they expressed in their free drawing ideas.

The improvement in cycle I, in terms of the mean (average), reached 8.2, and the percentage of children's abilities in cycle I was classified as moderate with a score of 60%. This has provided good results in the initial stage, in a related study on training children's ability to express feelings through free drawing at ages 4-5.

**Table 1. Cycle I Development Achievements I**

NO	NAME	INDICATOR EXPRESSING FEELINGS										TOTAL SCORE OBTAINED
		1		2		3		4		5		
		BM	M	BM	M	BM	M	BM	M	BM	M	
1.	Fawas AL	1		1		1		1		1		5
2.	Fawaz F	1		1		1		1		1		5
3.	Fatih		2		2		2		2		2	10
4.	Delshad		2		2		2	1		1		8
5.	Ashfa	1		1		1		1		1		5
6.	Raissa		2		2		2		2		2	10
7.	Ayyara		2		2		2		2		2	10
8.	Ghania		2		2		2		2		2	10
9.	Kanza		2		2		2		2		2	10
10.	Nihlah		2		2		2		2		2	10
11.	Mecca		2		2		2		2		2	10
12.	quinsha		2		2		2		2		2	10
13.	Shanum	1		1		1		1		1		5
14.	Nayefa	1		1		1		1		1		5
15.	Zea		2		2		2		2		2	10
TOTAL SCORE		5	20	5	20	5	20	6	18	6	18	123
TOTAL SCORE INDICATOR		25		25		25		24		24		

Note:

1. Children are able to express their thoughts
2. Children know what they want
3. Children are able to be open about their experiences
4. Children can know themselves

5. Children know what they feel

BM : Not Yet Emerged

M : Emerged

The results of the Cycle I research in the table can be concluded: that in Cycle I, the children's ability to express feelings, which met criteria (a) was 9 children, out of a total of 15 students (b), so:

The formula used in this study To determine the mean (average) of children's ability to express feelings:

$$M = \frac{\sum x}{N}$$

Note:

$\sum x$  = total score

M = Mean (average)

N = Number of students

M = Determining the level of children's ability to express feelings:

$$M = \frac{123}{15} = 8,2$$

$$\text{Percentage} = \frac{a}{b} \times 100\%$$

Note:

a = number meeting criteria

b = number of students Overall

$$\text{Percentage} = \frac{9}{15} = 0,6$$

$$\text{Percentage: } 0.6 \times 100 = 60\%$$

Table 2: Cycle II Development Achievements

NO	NAME	INDICATOR EXPRESSING FEELINGS										TOTAL SCORE OBTAINED
		1		2		3		4		5		
		BM	M	BM	M	BM	M	BM	M	BM	M	
1.	Fawas AL		2		2		2		2		2	10
2.	Fawaz F		2		2		2		2		2	10
3.	Fatih		2		2		2		2		2	10
4.	Delshad		2		2		2		2	1		8
5.	Ashfa		2		2		2		2		2	10
6.	Raissa		2		2		2		2		2	10
7.	Ayyara		2		2		2		2		2	10
8.	Ghania		2		2		2		2		2	10
9.	Kanza		2		2		2		2		2	10
10.	Nihlah		2		2		2		2		2	10
11.	Mecca		2		2		2		2		2	10

12.	quinsha		2		2		2		2		2	10
13.	Shanum		2		2		2		2		2	10
14.	Nayefa	1		1		1		1		1		5
15.	Zea		2		2		2		2		2	10
TOTAL SCORE		1	28	1	28	1	28	1	28	2	26	143
TOTAL SCORE INDICATOR		29		29		29		29		28		

Note:

1. Children are able to express their thoughts
2. Children know what they want
3. Children are able to be open about their experiences
4. Children can understand themselves
5. Children know what they feel

BM : Not Yet Emerging

M : Emerging

The results of the cycle II research in the table can be concluded that in cycle II, the children's ability to express feelings, which met criteria (a), was 13 children, out of a total of 15 students (b), so The formula used in this study To determine the mean (average) of children's ability to express feelings:

$$M = \frac{\sum x}{N}$$

Note:

$\sum x$  = total score

M = Mean (average)

N = Number of students

$$M = \frac{143}{15} = 9,5$$

To determine the level of children's ability to express feelings:

$$\text{Percentage} = \frac{a}{b} \times 100\%$$

a=number meeting criteria

b=total number of students

$$\text{Presentation: Percentage} = \frac{13}{15} = 0,86$$

$$\text{Presentation: } 0.86 \times 100 = 86\%$$

Cycle II of this research provided satisfactory results for the researchers, with a significant increase in the percentage, reaching 86%, meaning that the children's ability to express their feelings was already in the very high category.

## Figures and Tables

Table 3. Success Criteria (Payadnya et al., 2022, p. 96)

Percentage	Ability to Express Feelings
85-100	Very High
70-84	High
50-69	Average
30-49	Low
0-29	Very Low

Table 4. Percentage of Children's Ability to Express Feelings

No	Cycle	Percentage	Criteria Ability
1.	Pre-Cycle	20%	Very Low
2.	Cycle I	60%	Moderate
3.	Cycle II	86%	Very High

The results of the observational study on children's ability to express feelings had a significant level of comparison. However, the final results of the study on training children's ability to express feelings in 4-5 year old children at Ahsin Sakho Qur'anic School, Kebon Pring Arjawinangun, Cirebon, totaling 15, can be concluded as successful, as assessed from the pre-cycle to cycle II.

The table also shows that free-drawing activities can improve children's ability to express their feelings, according to the indicator assessment from pre-cycle to cycle II. The indicator score achievement indicates that free-drawing activities can improve children's ability to express their feelings, making this research effective as a stimulus for early childhood.

Table 5. Development Notes Research Observation Assessment

No	Name	Development Notes	Documentation
1.	Fawaz AL,	Wednesday, May 7th A.D.'s development is starting to grow. A.D. is willing to participate in free-drawing activities and is beginning to express his feelings.	

2.	Fawaz F, Friday, May 9, 2025.	Fawaz has demonstrated developmental achievements in expressing feelings by being able to draw, color, and express feelings in each story he draws.	
3.	Fatih, Tuesday, May 6, 2025	Fatih's development in cycle II has shown confidence and courage in expressing his feelings. In the process of expressing his feelings in his drawings, Fatih appears to be enjoying this free-form drawing activity.	
4.	Delshad, Friday, May 9, 2025	Ananda Delshad is one of the students who is less able to express his feelings. In this cycle II free drawing activity, Ananda Delshad showed significant progress. He was able to express his feelings and express his thoughts, meeting the developmental milestones in expressing his feelings.	
5.	Ashfa	Tuesday, May 6, 2025 Drawing an outdoor area by coloring the drawing using liquid dyes. The ability to express feelings has shown more significant indicator development, with more creative drawings demonstrating that the ability to express thoughts has begun to develop.	

6.	Raissa	Ananda Raissa always provides good and improving development in each cycle, from expressing thoughts to desires. Raissa's ideals and feelings have achieved the developmental target of expressing feelings.	
7.	Ayyara	Ayyara's ability to express her feelings has begun to become apparent from the beginning of the cycle, and by cycle II, her ability to express her feelings has become increasingly evident. Even when Ayyara was reluctant to color a drawing, she was able to explain why she didn't color it.	
8.	Ghania	Ghania's ability to express her thoughts well through free drawing. However, Ghania's ability to express her feelings about what she drew began to develop in cycle II. However, as the drawing process progressed, Ghania began to become accustomed to expressing her feelings.	
9.	Kanza	Kanza Ananda Khanza This includes students who are able to express their thoughts, desires, and feelings. However, in the first cycle, Ananda Khanza was still unfamiliar with sharing his experiences. However, Ananda Khanza's developmental achievements met the targets according to the assessment indicators	

10.	Nihlah	<p>At the beginning of the cycle, Ananda Nihlah was able to show interest in drawing. However, in the process of expressing his feelings, he was not yet able to express what he had conveyed through drawing. However, in the second cycle on May 6, 2025, Ananda Nihlah began to become accustomed to free drawing activities and began to dare to share his feelings</p>	
11.	Mecca	<p>Thursday, May 8, 2025, Ananda Mecca began to perfect her developmental achievement in expressing feelings. In Cycle I, Ananda Mecca only achieved the indicator of expressing thoughts through drawing. In Cycle II, Anada Mecca began to express her feelings and desires</p>	
12.	Quinsha	<p>Tuesday, April 29, 2025, in Cycle I, most students were only able to express their thoughts through free drawing. To achieve the target indicator, Ananda Quinsha still needed support from her peers to express her feelings at the beginning of the cycle.</p>	
13.	Shanum	<p>Friday, May 9, 2025, the final research in cycle II provided positive results for Ananda Shanum. By coloring her own drawings using glue and mixing the desired colors, this provided increased development for Ananda Shanum, so that Ananda</p>	

		Shanum was able to meet the developmental milestones of expressing feelings well.	
14.	Nayefa	During the research period, Ananda Nayyefa was not yet willing to participate in free drawing activities	
15.	Zea	From the beginning of the research, Ananda Zea always showed good development. The improvement in each cycle was the best assessment of the success of this research, because each indicator was able to be met according to the daily development achievements that Ananda Zea showed.	

## CONCLUSION

Research has shown that children aged 4-5 years can engage in free drawing activities. From initially being unable to express their feelings, they have now made significant progress, allowing them to become accustomed to expressing their feelings. This is indicated by the following developmental indicators for children's ability to express their feelings: Children are able to express their thoughts, Children know what they want, Children are able to be open about their experiences, Children can understand themselves, Children know what they feel. Free drawing activities provide progress in children's ability to express their feelings. Therefore, it can be concluded that providing free drawing as a stimulus is appropriate for improving children's ability to express their feelings.

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