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THE EFFECT OF STIMULATION ON THE DEVELOPMENT OF THE CHILD'S DRAWING STAGE

Siti Alfiah, Darsinah
Faculty of Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia
A520211082@Student.ac.id

ABSTRACT

The way to learn in early childhood is through play, therefore it is necessary to know the stages of play at each age so that teachers can be mature at higher stages of play. This study aimed to determine the stages of drawing in early childhood. 1) KB (3-4 years). 2) TK A (4-5 years). 3) TK B (5-6 years). This research is a type of experiment with the design of *one group of post-test* pretests and data collection methods through observation. The object of study is a drawing document of children aged (3-6 years). The research was carried out in the first semester of the 2022/2023 academic year and the data was taken between September 19, 2022 - October 19, 2022, with data analysis techniques using content analysis techniques. The results of this study show that the value is 0.001 which is smaller than 0.05. This shows that stimulation significantly influences the development of the child's drawing stage.

Keywords: *Stimulation, Child Development, Stages of drawing,*

INTRODUCTION

Early childhood begins learning through play. Play activities are in great demand by every child, this can be seen from most of the time used by children to play. Indirectly, play has a significant influence on the development of the child. According to Piaget in the Directorate of Early Childhood Education Development (2018) providing educational stimuli in the right way through play, can provide meaningful learning to children. Playing is an activity that is done repeatedly for fun.

According to Farhurohman (2017), play is very important for early childhood because play can develop aspects of child development. These aspects are physical, social-emotional, and cognitive aspects. According to Salamor et al (2021) through play activities, all the potential intelligence that children have can be developed, such as linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, interpersonal, intrapersonal, kinesthetic, musical, and spiritual intelligence.

Play can be a means to change the potential energy in the child that will form a kind of mastery in the future life (Hayati & Putro, 2021). Play can stimulate children's imagination and provide opportunities for children to try various ideas without feeling afraid because in playing children get freedom. Through trial and error in play, children will discover that designing something new and different can lead to satisfaction. Furthermore, they can shift their creative interest to situations outside the world of play, (Elfiadi, 2016).

Play for children is also a recreational activity, a release of energy and emotions. At the time of play the child feels comfortable and joyful. In this state, all brain nerves are in relaxed state, making it easier to absorb various information and knowledge and can build positive experiences. Learning activities through play prepare children to be happy to learn, Directorate of Early Childhood Education Development (2018).

According to Ridho et al (2016) The concept of learning through play in PAUD is a foundation that leads children to the development of more diverse abilities. Learning through play is an activity carried out by a child at an early age with feelings of pleasure, without coercion, but has patterns that are expected to be able to create results for good development for children, (Wahyuni & Azizah, 2020). According to Rejeki et al (2020), the existence of play activities given to children also certainly proves that learning is oriented toward children's needs.

In the context of early childhood education, Merdeka Belajar is Merdeka Bermain. Because playing is learning, said the Director General of GTK of the Ministry of Education and Culture. One of the purposes of applying the principle of learning through play for early childhood is to stimulate the child's brain in the long term so that his memory is always filled with activities that give a positive impression and are certainly fun for the chil (Nurdiani, 2013).

In improving the growth and development of children stimulation has an important role, especially in cognitive, affective and psychomotor functions (Kristina & Sari, 2021). According to Phelps in Darsinah (2018), stimulation can take the form of verbal stimulation and non-verbal stimulation. Verbal stimulation is stimulation given through speech – speech delivered by the teacher. Then the stimulation or stimulation that is done verbally is through tuberculosis (The Teaching Behavioral Continuum). That verbal stimulation is seen in the continuum of the Teacher's behavior while the children are playing. According to Phelps in Darsinah (2018) TB consists of the following: 1) Observation (Visually Looking On) is the behavior of the teacher, where the teacher sees and monitors the child playing so that the teacher knows every incident that the child does, with the observation or seeing the child will stimulate the play activities that have been planned by the teacher. 2) Questions, question and answer activities carried out by teachers to stimulate children to know themselves. There are four taxonomies: statements that are factual, for example: "what color is your shirt?"; questions that are convergent, have only one correct answer, for example: "How many ears are you in?"; statements that are divergent, have several correct answers for example: "the animal that lays eggs?"; Questions that are evaluation, questions can be answered if the child makes observations about the problem, for example: "What happens if you don't eat breakfast?". 3) Indirect questions (Non-Directive Statements), statements that the teacher gives to the child indirectly, statements are general in nature so as to stimulate the child to discover for himself. For example: when the child is wearing shoes the teacher observes and then there is one of the children who put the shoes upside down then the Teacher says to the child "there is a pair of shoes that use them upside down". 4) Direct statement (Directive statement), a direct statement from the teacher to stimulate the child, so that it will be easy to understand the situation. For example, when a child is wearing shoes upside down and has been told if it is upside down and the child still does not understand, the teacher gives a Directive statement "when you use upside-down shoes, you will feel uncomfortable. Please exchange". 5) Physical Intervention, a direct physical intervention given by the teacher to stimulate the child, so that it can be done by providing examples and direct justifications from the teacher. Example: When a child who is wearing shoes upside down and has been given directions from the child does not understand then the teacher needs to intervene with the permission first "mother permission to cooperate help you exchange shoes" The teacher exemplifies this.

Therefore, providing stimulus to the development of drawing stages is one of the means for teachers to provide learning to children to develop early childhood intelligence.

There are several studies related to stimulus administration and drawing stages in children. Research conducted by Longobardi et al (2015), *Reconsidering the scribbling stage of drawing: a new perspective on toddlers' representational processes.* The results of her research state that doodling progresses through a series of stages and the initial graphic activity in children is triggered and maintained by their relationship with their caregiver and the desire to communicate with their caregiver.

The results of research by Fatma Hajar Lu'luah Azizah and Junita Dwi Wardhani (2022), The Effect of Stimulation on Early Childhood Creativity. The results of his research stated that there is an influence of stimulation given by teachers on early childhood creativity. Effectively, the variable of effective contribution to the stimulation variable contributed 59.4% to children's creativity. From this it is known that the provision of stimulation by the teacher can affect the creativity of children, therefore the teacher must provide stimulation appropriately and correctly.

The results of the research of Tiffany Atia Aristi, Rozi Sastra Purna, Afriwardi Afriwardi (2021), The Effect of Stimulating Lego Constructive Games on Cognitive Development in Preschoolers Aged 5 to 6 Years, the results of his study stated that the average cognitive development in the intervention group before and after treatment, namely 55.09 and 66.09, respectively, had the influence of stimulation on children's cognitive development ($p = 0.000$). The mean cognitive development in the control group before and after treatment was 58.48 and 59.43, respectively. There was no improvement in the child's cognitive development ($p=0.328$). The conclusions of this study suggest that there is an effect of stimulating constructive play on cognitive development in preschoolers.

Research Results from Yulistiana, Dede Ridwan, and Muhammad Hasan Marwiji (2021), The Effect of Stimulation of Conversational Methods on Early Childhood Drawing Creativity, the results of this study stated that the final ability of creativity to draw in experimental groups that received treatment with stimulation of conversation methods appeared to be significantly different compared to the control class. Stimulation by conversational methods has been shown to have a significant effect on increasing children's drawing creativity.

The results of research by Emi Nurjasmi and Ari Sudarsono (2013), the Effect of Sensorimotor Stimulation on the Arousal Level and Attention of Normal Children Aged 6-8 years at SDN Pasir Putih 01 Kec. Sawanagan Depok. The results of this study showed that Stroop test scores before and after treatment in group I analyzed with the Paired Samples Test showed that sensorimotor stimulation produced significant changes in the Stroop test score ($p<0.05$). But there is no significant difference ($p>0$,

The results of the study above can be seen that the relevance of the five studies to this study is that they both discuss the provision of stimulation in early childhood, while the difference is that the research emphasizes the influence of teacher stimulation on the development of children's drawing stages.

Based on the observations of researchers at PAUD AL Madinah Kartasura, there were several teachers who responded to the results of drawing children with stars and with the words "very good". The teacher's response given when seeing the child's drawings is not used as a

basis for the teacher to stimulate or stimulate the stages of drawing and other areas of development.

The consequence as an ECCE teacher is to understand the stages of a child's main development because it is very important for their stage of development, as Lugia and Vidal (2011) mentioned in Darsinah (2018) *Assert that for kids, playing is not only a mechanism which gives them happiness, but it can be a vital need for their growth*.

With the above problems, the purpose of this study is to determine the effect of the stimulus on the development of drawing stages of children aged 3-6 years

Several experts in child psychology such as Erik Erikson, Jean Piaget, Vygotsky, and Anna Freud in Hasanah (2018) conveyed that there are at least three types of play activities that support children's learning, namely: (1) sensorimotor or functional play, namely children playing with objects to build perceptions (2) playing roles, children playing with objects to help present the concepts they already have, and (3) play development children play with objects to realize the ideas built in their minds into something tangible.

The main sensorimotor is the simplest response. Movement is more directed towards meaning. Sensorimotor can be seen when the child captures stimuli through sensing and produces movement as a result. Children play with objects to build perceptions. Siti Chofivah (2008:37). Role-playing is called symbolic play, role play, pretend, make-believe, fantasy, imagination, or play drama. Children playing with objects helps to present the concept they have. The role-playing function shows the child's higher thinking ability. Because the child is able to withstand the experience he gets through the five senses and displays it again in the form of pretending behavior. Siti Chofivah (2008:40) while main development consists of liquid development main (water, sand, paint) and structured development play. Main liquid development using materials namely: water, paint, sand, markers, rubbing legs, mud, clay, grains, crayons, paint with brushes, pens, and pencils. Main structured development using materials, namely hollow unit blocks, colored blocks, legos, and puzzles. (Latif et al., 2014)

As children develop, they acquire new meaningful gestures that help them understand and interact with the world that surrounds them. Scribbling is one of these gestures. To see these first traces as a mere consequence of the gesture of drawing or simple hand movement (Longobardi et al., 2015)

Coretan is the initial stage of children's creativity. With age, scribbles will begin to develop into a more varied and clear form of an image. Through images, the child can express something that he feels, thinks, and even describes the experience he has experienced.

Drawing is one of the play activities preferred by children and one of the stages of play that can be used as an alternative to children's activities in an effort to stimulate child development, with freedom of expression when drawing children can explore by sharing various colors and lines. In the implementation of drawing, teachers should not force children to do drawing activities because the results of forced drawings will injure their playing stage process.

This is in harmony with Derdyk (2015) in Evelyn de Oliveira1, Sonia Grubits (2020) "Drawing is a total activity for children, covering all their potentials and needs. When drawing, the child expresses the way he feels present. The development of creative potential in children, regardless of the type of activity in which they express themselves, is essential for their innate growth cycle. Similarly, the conditions for their full growth (emotional, psychic, physical,

cognitive) cannot be static". It can be concluded that drawing is a total activity that can realize all the potentials and needs of children. And this activity can express the growth and development of the child both emotionally, physically, and cognitively.

Drawing activities provide a visual experience for children to try and do new things in their work, which of course is all assisted by teachers by planning learning drawing activities, and choosing drawing activities by considering the child's development in terms of age, individual, and child environment. Drawing activities in early childhood can increase children's drawing creativity from an early age and are useful in absorbing lessons and creating a fun teaching and learning atmosphere by enriching drawing activities, one of which is connecting dots to become drawing objects. Children can be given freedom in determining colors in drawing activities. (Goddess Sartika Ukar, Bahran Taib, Bujuna Alhadad)

The main activities in the building include fluid development play and structured development play. Drawing is one of the main plays of liquid development. According to Dit PADU, Directorate General of PLSP, Ministry of National Education of Al-Falah School, the stages of drawing in early childhood are mentioned as follows: 1) Early scribbles, random scribbles; scribbles are combined as if "crayons" never escape from paper. 2) Directional scribbles; certain signs (such as stripes or dots) are repeated; usually oblong shape; the signs have not been related. 3) Addition to oblong shapes; to which are often added stripes and dots; Usually, the lines spread from the oblong shape and the dots inside the oblong shape. 4) A "Big Head" image appears; dots and stripes inside the oblong resemble a face; floating on the paper. 5) Drawing of a "Big Head" with legs; floating on the paper. 6) The image of the "Big Head" with legs and other parts of the body; particularly hands; floating on the paper. Appears at the beginning of the writing. Letters float like stripes. 7) "Big Head" with the shape of the torso as the body and other limbs; floating on the paper. 8) "Large head" with the shape of a closed rod as a body, the shape of a filled torso as a body, or the shape of a triangular torso as a body and other limbs; floating on the paper. 9) A simple house image that resembles a face; other simple objects (such as butterflies or flowers); floating on the paper. 10) The very bottom of the paper is used as a baseline and images of recognizable objects are placed there; objects are placed right in the sky, next to the house at the very bottom of the paper, and so on. If the child places objects in the sky, it still remains at this stage (e.g. the child draws an airplane with clouds and a blue sky. 11) A baseline supports the house and/or other objects. 12) The baseline begins to appear as a celestial boundary line, indicating the child begins to be aware of two-dimensional space; The objects are placed appropriately.

METHOD

The methods section is usually the second-longest section in the abstract. It should contain enough information to enable the reader to understand what was done, and important questions to which the methods section should provide brief answers. This section has to tell research methodology; and research formulation. This research is a type of experiment research, with a design *of one group pretest postest*. Researchers sampled ages 3-6 years. Researchers observed the child's drawing stages, then gave treatment in the form of stimulation of higher drawing stages, and then measured again at the child's drawing stage.

The subjects of the study were 45 children, namely 15 children with birth control (3-4 years), 15 children from kindergarten A (4-5 years), and 15 children from kindergarten B (5-6

years) PAUD Al Madinah Kartasura, in the implementation of the study, there were 1 birth control child, 5 kindergarten A children and 5 kindergartens B children whose age exceeded the aged standard so that the researchers only took a sample of 34 children, namely 14 children of birth control, 10 children of kindergarten A, and 10 children of kindergarten B. The object of the study is the document of drawing results of children aged (3-6 years). The research was carried out in the first semester of the 2022/2023 school year and image data was taken for 1 month September 19, 2022 - October 19, 2022.

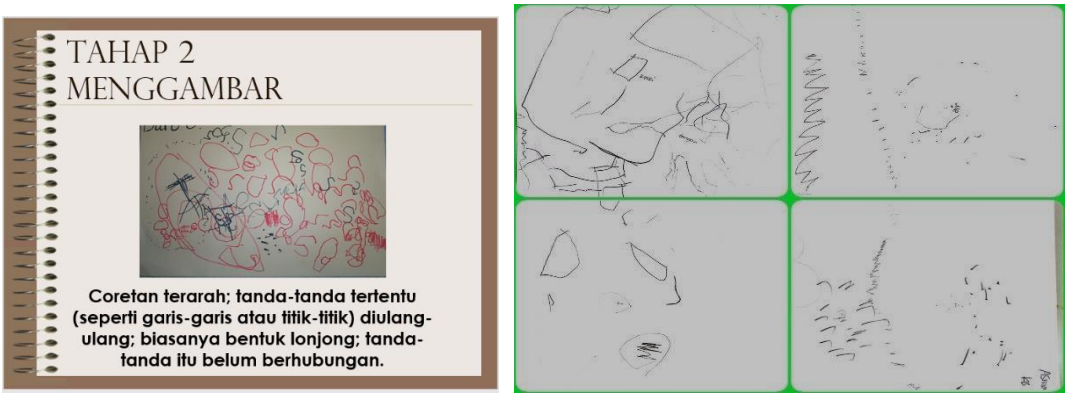
Data collection method through observation. H. Hasanah (2017) defines observation as the activity of recording a symptom with the help of instruments and recording it for scientific or other purposes. It is further said that observation is a collection of impressions about the surrounding world based on all the capabilities of human sensory capture.

Data analysis techniques use content analysis techniques. According to Holsti in Yuli Asmi Rozali (2022), Content analysis is a way of drawing conclusions by identifying various characteristics of a message with objective, systematic, and generalization. Objective means in accordance with the provisions and standard procedures that have been set. So that when there are similar studies conducted by other researchers, they still produce similar conclusions. Systematic, referring to the determination of the categories of research content is carried out consistently, starting from selection, and the coding process carried out does not occur based on a.

RESULTS AND DISCUSSION

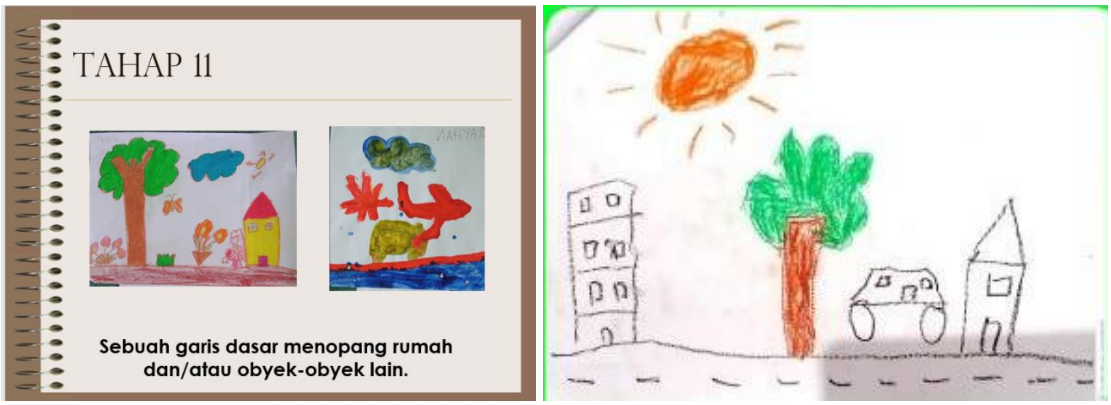
Observation is carried out by measuring the stages of drawing the child. The steps taken by the researchers were Preliminary observation of taking child image data for 2 weeks. Then give treatment in the form of stimulation of higher drawing stages for 2 weeks, the stimulation given begins when the child is about to start drawing, when the child is drawing and when the child gives drawing, the teacher asks about what to draw, then the teacher gives a little picture of the higher stage challenge, for example, the child draws a house like a face shape and floats on paper (stage 9), So the teacher gives the question and explanation to the child, "We liken the very bottom of the paper to the ground, what if the house in the middle of the picture book is called? And the house should be floating or above ground?" (stimulating at the 10th stage).

How to find out the stages of drawing children, teachers have a guideline entitled the stage of artwork Kerjasama: Dit PADU, Directorate General of PLSP, Ministry of National Education Al-Falah School, East Jakarta the Creative Center for Childhood Research and Training, Inc. which consists of the stages of the drawing stage and the painting stage. From these guidelines, researchers compare and draw conclusions about the stages of drawing children.



Draw 1

(example of the left image of the guideline, and the right one of the child image results in stage 2)



Draw 2

(example of the left image of the guideline, and the right one of the child image results in stage 11)

Researchers analyze on each child's drawings to confirm and determine the stages of drawing the child both at the beginning and at the end. The determination of the stages of drawing children is obtained from the number of children's drawings at that stage, compared to other stages. For example, there are 10 children's pictures, 6 children's pictures entered in stage 4, 3 children's pictures entered stage 3, and 1 child's image entered in stage 7. The collected data is tabulated and scored. To find out the influence of the two variables, a statistical test *T test* was carried out. *The software* used for statistical testing is SPSS 17.0 for windows. The error rate is set at 5% (α=0.05). If the statistical test result is obtained $p < 0.05$ then Ho is rejected and H1 is accepted. The steps in the *T test* are that the researcher determines the child's drawing stages before and after being given stimulation in the child, then the researcher gives a score of 1 at the initial stage before being given stimulation and the difference in the development of the drawing stage in the child plus 1. For example, if the child enters stage 1-12 then the score is 1, and if from stage 1 the child goes up to stage 2, increases by 1 level then the score is +1, and if it goes up 2 levels then +2, and if the child does not experience an increase in the drawing stage then a score of 1 is given.

Table 1: Children's Drawing Stages

NO	Age	Drawing stage data	
		Before Stimulation	**After Stimulation**
1	3-4 years	11 children entered in stage 2, 2 children entered stage 1, and 1 child entered in stage 3	10 children experienced an increase of 1 stage to the next stage, and 4 children experienced an increase of 2 stages to the next stage
2	4-5 years	1 child enters stage 4, 1 child enters stage 5, 2 children enter stage 6, 1 child enters stage 7, and 4 children enter stage 8	6 children experienced an increase of 1 stage to the next stage, 3 children experienced an increase of 2 stages to the next stage, and 1 child did not experience an increase
3	5-6 years	1 child enters in stage 9, 4 children enter in stage 10 and 5 children enter in stage 10	1 child experienced an increase of 2 stages to the next stage, 2 children experienced an increase of 1 stage to the next stage and 7 children did not experience an increase in the drawing stage

Table 2: SPSS T Test Results Aged 3-6 Years

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Results of Stimulation of Drawing Stages	Before Stimulation	34	1.0000	.00000	.00000
	After Stimulation	34	2.0294	.67354	.11551

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	T	Df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Results of Stimulation of Drawing Stages	Equal variances assumed	29.713	<,001	-8.912	66	<,001	<,001	-1.02941	.11551	-1.26004	-.79879
	Equal variances not assumed			-8.912	33.000	<,001	<,001	-1.02941	.11551	-1.26442	-.79440

Independent Samples Effect Sizes

		Standardizer[a]	Point Estimate	95% Confidence Interval	
				Lower	Upper
Results of Stimulation of Drawing Stages	Cohen's d	.47626	-2.161	-2.757	-1.555
	Hedges' correction	.48176	-2.137	-2.726	-1.537
	Glass's delta	.67354	-1.528	-2.122	-.920

a. The denominator used in estimating the effect sizes.
Cohen's d uses the pooled standard deviation.
Hedges' correction uses the pooled standard deviation, plus a correction factor.
Glass's delta uses the sample standard deviation of the control group.

Table 3: Playgroup SPSS Test T Test Results (Ages 3-4)

Group Statistics

	Stimulation	N	Mean	Std. Deviation	Std. Error Mean
	Before Stimulation	14	1.0000	.00000	.00000

Results of Stimulation of Drawing Stages	After Stimulation	14	2.2857	.46881	.12529

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	Df	One-Sided p	Two-Sided p			Lower	Upper
Results of Stimulation of Drawing Stages	Equal variances assumed	57.778	<,001	-10,262	26	<,001	<,001	-1.28571	.12529	-1.54326	-1.02817
	Equal variances not assumed			-10.262	13.000	<,001	<,001	-1.28571	.12529	-1.55640	-1.01503

Independent Samples Effect Sizes

			95% Confidence Interval	
		Standardize	Point Estimate	Lower	Upper
Results of Stimulation of Drawing Stages	Cohen's d	.33150	-3.879	-5.149	-2.582
	Hedges' correction	.34146	-3.765	-4.999	-2.507
	Glass's delta	.46881	-2.743	-4.004	-1.446

a. The denominator used in estimating the effect sizes.
Cohen's d uses the pooled standard deviation.
Hedges' correction uses the pooled standard deviation, plus a correction factor.
Glass's delta uses the sample standard deviation of the control group.

Table 4: SPSS TK A T Test Results (Ages 4-5)

Group Statistics

	Stimulation	N	Mean	Std. Deviation	Std. Error Mean
Results of Stimulation of Drawing Stages	Before Stimulation	10	1.0000	.00000	.00000

	After Stimulation	10	2.2000	.63246	.20000

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance		Mean	Std. Error	95% Confidence Interval of the Difference	
		F	Sig.	t	Df	One-Sided p	Two-Sided p	Difference	Difference	Lower	Upper
Results of Stimulation of Drawing Stages	Equal variances assumed	16.000	<,001	-6.000	18	<,001	<,001	-1.20000	.20000	-1.62018	-.77982
	Equal variances not assumed			-6.000	9.000	<,001	<,001	-1.20000	.20000	-1.65243	-.74757

Independent Samples Effect Sizes

			95% Confidence Interval	
		Standardizer[a]	Point Estimate	Lower	Upper
Results of Stimulation of Drawing Stages	Cohen's d	.44721	-2.683	-3.899	-1.430
	Hedges' correction	.46699	-2.570	-3.734	-1.369
	Glass's delta	.63246	-1.897	-3.101	-.642

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

Table 5: SPSS TK B T Test Results (Ages 5-6)

Group Statistics

	Stimulation	N	Mean	Std. Deviation	Std. Error Mean
Results of Stimulation of Drawing Stages	Before Stimulation	10	1.0000	.00000	.00000

	After Stimulation	10	1.5000	.70711	.22361

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	Df	One-Sided p	Two-Sided p			Lower	Upper
Results of Stimulation of Drawing Stages	Equal variances assumed	36.000	<,001	-2.236	18	.019	.038	-.50000	.22361	-.96978	-.03022
	Equal variances not assumed			-2.236	9.000	.026	.052	-.50000	.22361	-1.00583	.00583

Independent Samples Effect Sizes

				95% Confidence Interval	
		Standardizer[a]	Point Estimate	Lower	Upper
Results of Stimulation of Drawing Stages	Cohen's d	.50000	-1.000	-1.922	-.053
	Hedges' correction	.52211	-.958	-1.841	-.051
	Glass's delta	.70711	-.707	-1.624	.244

a. The denominator used in estimating the effect sizes.
Cohen's d uses the pooled standard deviation.
Hedges' correction uses the pooled standard deviation, plus a correction factor.
Glass's delta uses the sample standard deviation of the control group.

Based on table 2 of the overall t-test at the age of 3-6 years in the independent sample test, it shows that the signification value *(one and two slide p)* of the *equal variance* variable is 0.001 which is smaller than 0.05. This shows that stimulation significantly influences the development of the child's drawing stage.

Based on table 3 ages 3-4 years in the independent sample test section shows that the signification value *(one and two slide p)* of the *equal variance assumed* variable is 0.001 which

is smaller than 0.05. This shows that stimulation significantly influences the development of the child's drawing stage. Based on table 4 ages 4-5 years in the independent sample test section shows that the signification value *(one and two slide p)* of the *equal variance assumed* variable is 0.001 which is smaller than 0.05. This shows that stimulation significantly influences the development of the child's drawing stage. And based on table 5 ages 5-6 years in the independent sample test section shows that the signification value *(one and two slide p)*of the *variable equal variance assumed* is 0.038 which is greater than 0.05. This shows that stimulation does not have a significant effect on the development of the child's drawing stage.

From the results obtained, birth control children aged 3-4 years experienced an increase of 1 stage of drawing. Kindergarten A aged 4-5 years experienced 1 increase in drawing stages and children aged 5-6 years did not experience an increase in drawing stages. This means that there are differences in children aged 3-5 years before and after providing stimulation to children in improving the stages of drawing children in PAUD Al Madinah Kartasura.

At the age of 5-6 years does not experience an increase in the drawing stage in this phase according to Mira Yanti Lubis (2019) explained that early childhood will develop a sense of trust in the environment. By providing care with tenderness, compassion, and consistent attention the child will feel that he has social security and comfort as capital in developing trust in the environment. The child who feels trust in the environment will be able to develop friendships and closeness with others. Children who have established closeness with other people will usually be more concerned with activities with other people (friends) than activities that are usually done by the teacher. So the focus of activities with the teacher is reduced.

According to Galinsky (2010) to be able to know the state of this world, children need to focus on determining which ones are important to pay attention to, among the many distractions. Focus is one of the abilities we need to develop our children. Focus and self-control involve many executive functions of the child's brain, such as: paying attention, remembering rules, and hindering one's response to achieve a larger goal. And, this whole ability is a trainable ability.

Supports research by Longobardi et al (2015) conducted on children aged 0–3 years in various Italian nurseries, entitled *Reconsidering the scribbling stage of drawing: a new perspective on toddlers' representational processes.* Which states that doodling develops through a series of stages and that the initial graphic activity in children is triggered and maintained by their relationship with their caregivers and the desire to communicate with them. So here it can be said that the involvement of the stimulus of people around the child including the teacher is very important in improving the stages of drawing children.

The drawing turns out to be not just a fun activity for children. There are many benefits that children can get from scribbling their hands. In its development, drawing was also used as *art therapy* for mental health and stimulating the brain. Even drawing in early childhood can make a child more focused because there is coordination between the eyes and hand movements. More than that, children will also be more sensitive to the surrounding environment, have empathy, and increase intuition. In addition to developing children's creativity, drawing can also be used as a medium for children to express their feelings or emotions. They will be more relaxed after pouring out their hearts through hand scratches.

CONCLUSION

Based on the observations of researchers at PAUD AL Madinah Kartasura, there were several teachers who responded to the results of drawing children with stars and with the words "very good". The teacher's response given when seeing the child's drawings is not used as a basis for the teacher to stimulate or stimulate the stages of drawing and other areas of development.

The consequence of an ECCE teacher is to understand the stages of a child's main development because it is very important for their stage of development, as Lugia and Vidal (2011) mentioned in Darsinah (2018) *Assert that for kids, playing is not only a mechanism which gives them happiness, but it can be a vital need for their growth*.

With the above problems, the purpose of this study is to determine the effect of the stimulus on the development of drawing stages of children aged 3-6 years. Several experts in child psychology such as Erik Erikson, Jean Piaget, Vygotsky, and Anna Freud in Uswatun Hasanah (2018) conveyed that there are at least three types of play activities that support children's learning, namely: (1) sensorimotor or functional play, namely children playing with objects to build perceptions (2) playing roles, children playing with objects to help present the concepts they already have, and (3) play development children play with objects to realize the ideas built in their minds into something tangible.

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