

# Characteristics of Environmental Themes Drawn by Elementary School Students

*by Imaniar Purbasari*

---

**Submission date:** 04-Apr-2023 05:02PM (UTC+0700)

**Submission ID:** 2055521312

**File name:** 4114-Article\_Text-20048-1-10-20210420.pdf (821.15K)

**Word count:** 4936

**Character count:** 26596

## Characteristics of Environmental Themes Drawn by Elementary School Students

Melisa Tri Wahyuni<sup>1</sup>, Nur Fajrie<sup>2</sup>, Henry Suryo Bintoro<sup>3</sup>, Imaniar Purbasari<sup>2\*</sup>

<sup>1,2</sup>Department of Elementary Education, Teacher Training and Education Faculty of Universitas Muria Kudus, Indonesia

<sup>3</sup>Match Department of Education, Teacher Training and Education Faculty of Universitas Muria Kudus, Indonesia

\*Corresponding author: [Imaniar.purbasari@umk.ac.id](mailto:Imaniar.purbasari@umk.ac.id)

**Received:** 27 August 2020; **Accepted:** 16 April 2021; **Published:** 20 April 2021

**To cite this article (APA):** Wahyuni, M. T., Fajrie, N., Bintoro, S., & Purbasari, I. (2021). Characteristics of Environmental Themes Drawn by Elementary School Students. *Asian Journal of Assessment in Teaching and Learning*, 11(1), 22-33. <https://doi.org/10.37134/ajatel.vol11.1.3.2021>

**To link to this article:** <https://doi.org/10.37134/ajatel.vol11.1.3.2021>

### Abstract

The aim of this study is to find out what makes students in elementary schools 2 Kaliaman Jepara draw works on environmental themes. The research approach leads to the development of art as research, which will be carried out in fourth grade elementary school 2 Kaliaman, Kembang District, Jepara Regency, with seventh children's drawings on environmental themes, namely the family environment, school, and community, as research subjects. This study employs a variety of data collection methods, including observation, interviews, documenting, and recording. The data for the analysis was gathered through observation and document study. Observations are made to observe and report the symptoms that occur on the study object in a systematic manner. We aim to collect data about artworks and the features of children's drawings through the method of observation or direct observation. The study tools that will be used are imagination, expression, and drawing techniques. The visual analysis, which relates to the basic elements and values of fine arts as well as the features of children's drawings, yielded the study's findings.

**Keywords:** Drawing Project, Elementary School Children, The Community, And Artistic Creativity

### INTRODUCTION

Art education is a term used to describe art education. Performing arts (music, dance, drama, and theater), visual arts, media, industrial arts, and literary arts are all included in the word art. Art education, in essence, provides students with aesthetic experiences through activities such as creation, performance, and response (Soehardjo, 2011). Learning art as a child, especially fine arts in schools, can help students in fourth grade elementary school develop their ability to create visual and tactile art.

In art education, everyone has imagination, creativity, and innovation that can be nurtured, created, and used, according to Rohidi (2016). This method has a close interaction with three significant possibilities: imagination is human wisdom, creativity is the application of imagination, and innovation completes the process by making important decisions about the embodiment of ideas. As a starting point, every approach to art education should take into account the learners' own culture. This is in line with the findings of Power, B., and Klopper, C. (2011) who found that studying fine arts provides students with valuable opportunities to face, develop knowledge and skills in self-expression, imagination, creative and collaborative problem solving, communication, mutual meaning formation, and a sense of pride in oneself and others.

Art has a major role in the social growth and feelings of children. Pamadhi (2012) describes the function of art as language, explaining that images can be used to communicate and connect with people through their imagination. Communication is a visual language in which ideas are conveyed via various

art forms to aid cognition, affection, and psychomotor development. Mental development has an impact on the creation of creative endeavors, and it has a correlation meaning in fine arts lessons in other fields. Learning fine arts conceptually to children is a process of putting ideas into practice in order to comprehend something embodied in an image; and art as a medium for play since making art for children is a group activity that includes talking, playing, and fantasizing. Works of art as a means of expressing thoughts, expectations, and perspectives on the world around them, such as family, education, and culture.

One of the factors on how to express the picture is the student atmosphere, which includes studying art in school. Elementary schools 2 Kaliaman Jepara is a primary school with an outstanding accreditation (A) and a 93 percentile performance. The list of accomplishments accomplished by students shows that the school plays an important role in developing and realizing the abilities of its students, according to the results of interviews with the principal of elementary schools 2 Kaliaman Jepara. Elementary schools 2 Kaliaman Jepara excellent accomplishments are mostly in non-academic areas. Students' accomplishments included single singing champions at the Jepara Regency level for three consecutive years from 2015 to 2017, according to school profile results, including those collected by researchers during observation activities. In 2016, the choir champion of the Jepara Regency was also crowned. In 2016, he also won first place in songwriting and poetry reading, as well as first place in fairy tale images. This success is attributed to the school's excellent facilities and the support of professional teaching staff.

Eisner's (2002) research focuses on the role of art education in cognitive development and how visual arts can be used to capture ideas and concepts that have become crystallized into a visual form. According to Suparlan (1983), the relationship between art expressions and their environment is not just a relationship of human dependency on their environment, but also a reciprocal relationship. Children's artistic expression is often influenced by their surroundings. In this case, Saputra, et al. (2012) claims that children imitate, but they still add to it with new discoveries. Children have a sense of oneness with their environments.

As a result, children's image expression (as one of the contents of art education) must be understood from a cultural viewpoint, in this case, the environment that forms them. According to the Road Map for Arts Education (Unesco, 2006), art education has two key components: (1) increasing children's artistic ability and (2) fostering cultural diversity speech. Art instruction, which is visualized in the form of sketches at the elementary school level, has several gaps in the literature. There is no literature explaining the practice of fine arts education classes as a generalized word, and none of the studies go into depth about it. The current procedure must be defined so that the principal, students, and other interested parties will understand it.

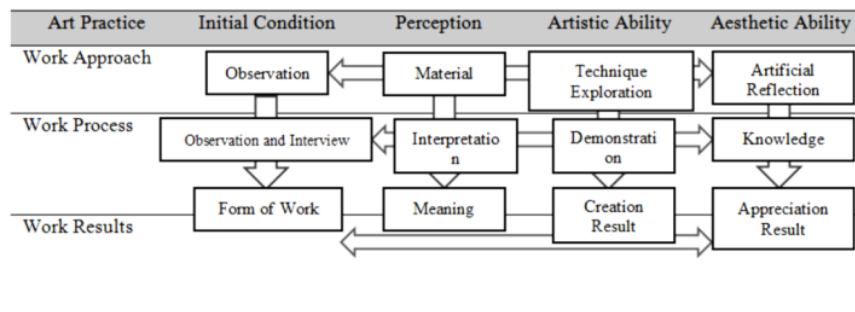
Since withdrawing activities enable students to express their imagination through the type of children's painting and honestly spill their story ideas into the form of picture works, this study focuses on the characteristics of students' drawing work. Environmental work that involves the family environment, school scope, and public environment. The aim of this study is to describe the characteristics of elementary school students' drawing works on environmental themes, based on the above concept.

## **METHODOLOGY**

This research blends descriptive analysis of children's drawings with qualitative research methods. With a new paradigm, the research approach contributes to the development of art as research as an interdisciplinary analysis that underpins the methodology of art studies for specific groups (McNiff, 2014). The research emphasis contributes to a detailed picture of students, which the researcher interprets so that the research results find the conceptual model in students—the research location was elementary schools 2 Kaliaman Jepara, Raya Street PLTU B Km 2 Kaliaman Village, Kembang District, Jepara Regency, and seven students with their drawings were taken. The data for the analysis was gathered through observation and documentation study. Observations were made to observe and report the symptoms that appeared on the study object in a systematic manner. It was hoped that data regarding artworks and the features of children's drawings could be obtained through the method of

observation or direct observation. Controlled observation, organized interviews, and documentation were used to gather data. Data analysis, according to Sugiyono (2016), is the method of finding and systematically arranging data gathered from interviews, field notes, and documents by organizing data into groups, identifying them into units to synthesize, and drawing conclusions that were easily understood by themselves and others. The aim of triangulation in this study was to assess the data's validity, and data testing was done by analyzing data obtained from various sources.

Drawing works with the themes of environment, imagination, image expression, and impressionism techniques build up the study. The data was then analyzed, reduced, or sorted, and displayed in a select format. The knowledge collected was still in the form of records and researcher's observations in the form of details that needed to be investigated further. Adaptation through this study, namely the direction of research directed at information that incorporates creative concepts in the stages of the issue, data and content collection, analysis, interpretation, and representation in an art practice that uses materials, tools, and techniques in an art practice that uses materials, tools, and techniques (Fajrie et al., 2020) as presented in Figure 1.



**Figure 1.** Research Phase (Fajrie, 2020)

## DISCUSSION

The works on display were informed by the broad theme "Environment," which involves two family environment themes, three school themes, and two community environments. The author's interest in the characteristics of elementary school students' drawing work, which would vary in expressing their imagination, related to the basic idea of studying students' drawing works. The setting has an influence on a child's creative ability, as shown by the drawing technique and color choices that support the child's ability to create a work of art. Drawing art media were used in the work, such as a pencil, A3 size drawing paper, color pencils, or crayons.

### Drawing Work 1



Figure 2. Family environment theme (Source : students in fourth grade project)

#### Description of the Work

The adopted theme was the family life as seen through the eyes of the parents and their children. The expression of a happy family can be seen in the smiling and thumbs up. This family was portrayed on vacation in a location with a temple in the background. The aesthetics of the visual works are enhanced by the view of the temple against the mountain backdrop and the shining sun. The background color of the clouds, on the other hand, was not appropriate, reducing the aesthetics of the family theme artwork.

Table 1. The project of pictures with the concept of family environment has some characteristic.

No	Indicator	Description
1	Creativity	There was no duplication of forms due to the high level of creativity. The colors were used in such a way that the picture encompassed a wide range of story concepts.
2	Expressions	It is evident in the telling of stories based on the theme of the family setting. Lines and colors are used to arrange the elements of the picture work in a rather spontaneous manner.
3	Techniques	Tools and materials were used in accordance with their characteristics, resulting in meticulously clean activities and functions.

Source : Author analyze

## Drawing Work 2



**Figure 3.** Family environment theme (Source : students in fourth grade project)

### **Description of the Work**

A family on vacation in a park is depicted in this work. Since the father, mother, and children were all smiling and interacting, the pictures seem to be rather harmonious. The family is seated on a pink checkered mat in the picture. To make the image more interesting, a background decorated with trees with different color gradients from one another was added. The father and mother's images can be seen in the more substantial body proportions of their two daughters, as well as the image of the two children, which is only apparent from the back and shows children who enjoy playing and expressing themselves by moving their hands.

**Table 2.** The project of pictures with the concept of family environment has some characteristic.

No	Indicator	Description
1	Creativity	Since they have a high capacity to develop new forms, family images have unusual shapes. They were visualized with a range of story themes and colors.
2	Expressions	The pictures expressions were clear and in line with the given theme, which included being strong in expressing lines and colors and bold in organizing the elements of the artwork.
3	Techniques	Student was able to use tools and materials that closely matched the image's characteristics, and the resulting work was neat.

Source : Author analyze

### Drawing Work 3



Figure 4. Theme of the school setting (Source : students in fourth grade project)

#### Description of the Work

With a complete police car portrayed, this school setting theme work includes 13 elementary school students who were at Kembang elementary school. The picture was produced horizontally with a palette of soft colors, with the exception of red and yellow, which were not prominent. Two students were throwing garbage in the trash, two students were watching the school fence with their backs to their bodies, three students were laughing, two students were watching the school fence with their body stance facing the side, and four students were watching the police pack during the activity. Since they wear elementary school uniforms, such as white tops and red bottoms, as well as elementary school bags and caps, the children were labeled as elementary school students. According to the picture, students crossed the road in front of the school with the help of a police officer. Another vehicle, in the form of a yellow truck, was seen crossing behind the students and specifically on the road in front of Kembang elementary school during the mobility operation on the road. Nine students have crossed the route, while the remaining four will cross the zebra crossing in the center of the highway, which was black and white with lines. The backstory was full of ornaments that defined the school environment.

Table 3. The work of pictures with a school theme has some characteristics.

No	Indicator	Description
1	Creativity	The theme of the school setting has an original form in the picture, which appears to be in school since students seem to have high abilities in developing new forms and were visualized with several story ideas, and the colors used differ greatly.
2	Expressions	The gestures in the pictures were obvious, and they matched the theme, which was the school setting. Students tend to be spontaneous, expressing lines and colors freely, and boldly arranging the elements of the drawing work.
3	Techniques	Students were able to use tools and materials that closely matched the image's characteristics, and the work produced was impressive.

Source : Author analyze

**Drawing Work 4**



**Figure 5.** Theme of the school setting (Source : students in fourth grade project)

**Description of the Work**

The activities of elementary schools 2 Kaliaman Jepara students gathered in the schoolyard are described in this work. We can see 19 students facing each other and participating in cycling events. Nine students are seen with only their backs visible, while the other nine have facial expressions. A white car with a picture of a PLTU (Steam Power Plant) chimney was parked among the students. Because of the pictures they gathered to see together, the students seemed to be interested in the Steam Power Plant car. Elementary schools 2 Kaliaman Jepara was situated near to the Steam Power Plant, demonstrating that the photograph was taken from firsthand experience. With a welcoming context and appealing color range, the work of the school environment theme appears true. Grass, trees, walls, and school buildings were used to tell a tale about a school issue. The grass was the right color, a fresh green that was almost identical to the original, and there was a tree with leaves and stems. The school building was drawn correctly, and the color scheme was well-chosen. Remember to look behind the school for a tall black and white fence that serves as a deterrent.

**Table 4.** The work of pictures with a school theme has some characteristics

No	Indicator	Description
1	Creativity	There was no duplication of forms, and there was a high ability to change and develop new forms, demonstrating outstanding ingenuity. The colors were used in such a way that the picture encompassed a wide range of story concepts.
2	Expressions	It is evident in the telling of stories based on the school environment's theme. Lines and colors are used to arrange the elements of the picture work in a rather spontaneous manner.
3	Techniques	The tools and materials used were selected based on their characteristics, ensuring that the work was produced with care and that the work was very clean.

Source : Author analyze



### Drawing Work 5



Figure 6. Theme of the school setting (Source : students in fourth grade project)

#### Description of the Work

Since this scene was found with many students playing happily, this work defines the environment at school as fun. In the schoolyard, twenty kids were having fun. The uniforms worn by the students and the school building that serves as the story's backdrop paint an image of elementary school students. Twelve students are dressed in scout uniforms with light brown tops and dark brown subordinates, while eight others are dressed in full sports uniforms. In the picture, a student in a scout uniform on the left is playing with butterflies, while two students in sports uniforms in front of him are holding brooms together. Three students were playing marbles next to him, four students on the right in sports uniforms were also playing together, four students in the upper right corner were seen blowing pink balloons, and the last six students in the back were also playing together. There were two school buildings in the background of the story, the library to the left of the picture and the classroom behind the playing children. elementary schools 2 Kaliaman Jepara looks lovely because the schoolyard is represented with grass and trees. The color scheme gives the impression that the students enjoy all of their school activities. Since the dominant image was brown from the backdrop and the students' uniform, the inclusion of sunflowers, butterflies, and balloons brightened the visual image.

Table 5. The work of pictures with a school theme has some characteristics

No	Indicator	Description
1	Creativity	Pictures are innovative in that they can take non-repetitive forms and create new ones. It can say any information that occurs from a conceptual standpoint.
2	Expressions	Pictures are noticeable in the plot, which is told in accordance with the theme. Furthermore, the colors appear to be bold, implying that they were bold in arranging the image's elements.
3	Techniques	The tools and materials used were selected based on their characteristics, ensuring that the work was produced with care, and the work was very clean.

Source : Author analyze

### Drawing Work 6



**Figure 7.** Theme of the environment in the community (Source : students in fourth grade project)

#### **Description of the Work**

The drawing depicts the community's activities, especially farming. Three farmers are working in the rice fields: the farmer on the left is raising seedlings on his hands, the farmer in the center is holding seeds in his hand to give to the farmer in front of him, and the farmer on the right is bringing a place to hold the seeds given to the farmer in front of him. There were mountains surrounded by trees in addition to the rice fields. Since the rice fields were their everyday livelihood, the image of the village community was quite similar to the view of the rice fields. Since the color palette is soft rather than solid, it does not seem thrilling. The white and white details, on the other hand, do not blend in with the mountainous backdrop behind the rice fields.

**Table 6.** The work of pictures on the subject of community environment has some characteristics.

No	Indicator	Description
1	Creativity	The method of making images has a non-repetitive shape side that allows for the development of new forms. It can say any information that occurs from a conceptual standpoint.
2	Expressions	Pictures are noticeable in the plot, which is told in accordance with the theme. Furthermore, the colors seem to be very bold, implying that the elements of the artwork were also boldly organized.
3	Techniques	The tools and materials used were following their characteristics so that they were cautious in producing the work, and the work produced was very clean.

Source : Author analyze

### Drawing Work 7



**Figure 8.** Theme of the environment in the community (Source : students in fourth grade project)

#### Description of the Work

Buying and selling activities were visible in the market, as evidenced by the picture. A market was historically a place for selling, as demonstrated by the tents and clothing worn by mothers. In the market, there were 13 people depicted. Women were trading and shopping around a man who was selling. Traders in the market were identified as wearing a kebaya top and wearing finger javanese, just like in the old days. We can see fruits, vegetables, side dishes, and clothing being sold in the market. The tent, the small table, and the basket all added to the overall atmosphere of the scene. Since market operations were conducted in the morning as the sun rose, the picture was enhanced by the addition of orange color. Trees and walls act as a shield as well as a fitting backdrop for the business situation.

**Table 7.** The work of pictures on the subject of community environment has some characteristics.

No	Indicator	Description
1	Creativity	Drawing imagination never repeats shapes and demonstrates a high level of skill to change them. Colors are used in a variety of ways, and there are also different story themes.
2	Expressions	Images were used to tell the story in accordance with the theme. Furthermore, the colors appear to be bold, implying that they were bold in arranging the image's elements.
3	Techniques	The tools and materials used were selected based on their characteristics, ensuring that the work was produced with care and that the work was very clean.

Source : Author analyze

The painting styles of children differ depending on their motivation (interest) or motivation to work. Children characterize daily incidents such as (1) heroism, as shown in paintings portraying heroism and heroism tales. On this occasion, the child will demonstrate patriotism by, for example, the portrayal of a character who is characterized by the theme of a battle. The other styles were (2) decorative form, which was difficult to distinguish since the various groups of children had different interests. The decorative style was defined by the appearance of contouristic shapes (in the form of lines) and the use of a color block with a slight nuance as the chosen color. Nuance or gradation was a method of breaking down colors from dark to light or using color levels ranging from yellow-yellow to greenish-yellowish blue to blue, and so on, in a row of colors (Pamadhi, 2012). Drawing, according to

Morkeh (2011), was man's first means of expression and representation, and it remains extremely true both as an artistic representation of reality and as a means of expressing pure imagination. This indicates that children's drawings were the product of direct encounters that were then translated into drawings.

According to Angelino (2020), the teaching materials used by the teacher will promote teaching and have a positive impact on the outcomes of the teaching and learning process that is relevant to this study, namely fine arts lessons. The artwork's style was changed to accommodate the child's wishes. The theme was all that the artist wanted to introduce or communicate to potential viewers/audiences through the medium of artworks (Sahman, 1993). Environmental themes have a large impact on the features of children's drawings, and Kaliaman Jepara was still a village portrayed according to children's drawings. Even if just on holiday in a park or tourist attraction, the life of a sightseeing family was a happy family tale. Then there was the tale of the child's school events, which were typical elementary school activities, indicating that the child was involved in what he normally did. Finally, the definition of Kaliaman Village includes details about residents' activities in the fields as well as traditional markets. Children's sketches were used in artwork as a way for them to convey and present what they saw and experienced as elementary school students. Schenk (2005) and Moore (2015) conclude by emphasizing the significance and benefits of drawing in art and science education, as well as the fact that a student's lack of drawing ability and experience can limit his or her creative potential.

## CONCLUSION

The study concluded that students in elementary schools 2 Kaliaman Jepara have non-haptic drawing characteristics, in which students are affected by thought because the characters and narratives depicted were simple. The drawing workshop's compatibility with the theme makes it easier to describe the image so that it can be understood what the features of elementary school students' drawings were. The artwork depicts the character of a happy kid who loves playing with colors. The image's texture, colour, and artistic expression are all influenced by the line shape and color used. The picture has characteristics because it was also inspired by the context, which is the setting for students' everyday learning processes, such as their home, school, and community. As a result, the community in which students were placed would value the work more, since improved student image characteristics will yield achievements and serve as a positive reinforcement for children.

## REFERENCES

- Ahmadi, A. 2004. *Psikologi Belajar*. Jakarta: Rineka Cipta.
- Andrzejczak, N., Trainin, G., & Poldberg, M. 2005. From image to text: Using images in the writing process. *International Journal of Education & the Arts*, vol. 6 no. 12
- Anonim. 2007. *Undang-undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Indonesia*. Jakarta: Visimedia.
- Eisner, E. W. 2002. *The Arts and the Creation of Mind*. New Haven. CT: Yale University Press.
- Fajrie, N., Rohendi, T. R., Syakir, M., Syarif, I., & Suryo, A. P. (2020). A Study of Visual Impairment in the Art Creation Process Using Clay. *International Journal of Innovation, Creativity and Change*. Vol. 11, no. 10 pp. 199-218.
- Francis, E. Eshun., Mohammed, T.A., & Appiah, E.K.N. 2018. Exploring the Impact of Pedagogical Strategies in Drawing Instruction on Drawing Skills Satisfaction: A Case Study on Ghanaian Communication Design Students. *International Journal of Innovation, Creativity and Change*. Vol. 4, no. 2, pp. 104-122.
- Hamalik, O. 2003. *Prosedur Belajar Mengajar*. Jakarta Bumi Aksara.
- Imam, S. 2003. *Lingkungan Hidup dan Kelestariannya*. Bandung. PT. Alumni.
- Kartika, D. S, et al. 2004. *Pengantar Estetika*. Bandung: *Rekayasa Sains*.
- Makmun, A. S. 2012. *Psikologi Kependidikan*. Bandung: Remaja Rosdakarya.
- McNiff, J. 2014. *Writing and Doing Action Research*. 1st ed. York St John University: Sage publication.
- Moleong, L. J. 2017. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosadakarya.
- Morkeh, R.A. 2011. *Masters of Arts*. Art Education, Department of General Art Studies.
- Munib, A. 2012. *Pengantar Ilmu Pendidikan*. Semarang: UPT UNNES Press.
- Pamadhi, H. 2012. *Pendidikan Seni : Hakikat Kurikulum Pendidikan Seni, Habitus Seni, dan Pengajaran Seni Anak*. Yogyakarta: UNY Press

*Characteristics of Environmental Themes Drawn by Elementary School Students*

- Power, B., & Klopper, C. (2011). The classroom practice of creative arts education in NSW primary schools: A descriptive account. Griffith University Australia: *International Journal of Education & the Arts*. Vol. 12 No. 11.
- Prabowosiwi. 2017. Visualisasi Karya Eksplorasi Garis dan Warna Bertema Flora Fauna pada Mahasiswa Program Studi Pendidikan Guru Sekolah Dasar. Yogyakarta: *Jurnal Dialekta Jurusan PGSD*, Vol. 7 No. 2, September 2017.
- Read, H. 1958. *Education Through Art*. London: Faber and Faber
- Rohendi, R. T. 2016. *Pendidikan Seni Isu dan Paradigma*. Semarang: Cipta Prima Nusantara.
- Sahman, Humar. 1993. *Mengenal Dunia Seni Rupa*. Semarang: IKIP Semarang Press.
- Sanyoto, S. E. 2010. *Nirmana : Elemen-elemen Seni dan Desain*. Yogyakarta: Jalasutra.
- Saputra, Y P., Setiawan Sabana, dan Priyanto Sunarto. 2012. Buku Harian Bergambar sebagai Sebuah Alternatif bagi Anak untuk Dapat Bertutur Secara Visual". *Dalam Prosiding Seminar Internasional Warisan Nusantara*, 18 Desember 2012 di FBS UNNES, hlm. 303-315.
- Schenk, P. 2005. Before and After the Computer: The Role of Drawing in Graphic Design. *Visual:Design:Scholarship* 1(2), 11-20.
- Slameto. 2003. *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta
- Sarayanti, S. 2016. *Analisis Faktor Perilaku Seksual Pada Anak Sd Di Sdn Dukuh Kupang Ii – 489 Kecamatan Dukuh Pakis Kelurahan Dukuh Kupang Surabaya Penelitian Cross Sectiona*. Surabaya: Universitas Airlangga
- Sugiyono, 2016. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Sugiarto, E. 2014. Ekspresi Visual Anak: Representasi Interaksi Anak Dengan Lingkungan dalam Konteks Ekologi Budaya. Semarang: *Mimbar Sekolah Dasar*, Vol. 1 No. 1, (2014) 1-6.
- Soehardjo, A J. (2011). *Pendidikan Seni, dari Konsep Sampai Program (Buku I)*. Malang: Bayumedia Publishing.
- Suparlan, P. 1984. *Manusia, Kebudayaan dan Lingkungannya*. Jakarta: Graffiti Pers.
- Sudjana, T., Tambrin, I., Soegiarty, T., & Tocharman, M. 2001. *Seni Rupa untuk SLTP Kelas I*. Bandung: Penerbit Grafindo Media Pratama.
- UNESCO. 2006. Road Map for Arts Education', The World Conference on Art. *Education: Building Creative Capacities for the 21 st Century*, Lisbon.

# Characteristics of Environmental Themes Drawn by Elementary School Students

---

## ORIGINALITY REPORT

---

3%

SIMILARITY INDEX

3%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

---

## PRIMARY SOURCES

---

1

[eprints.utm.my](http://eprints.utm.my)

Internet Source

3%

---

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off