

Application of View Drawing Method to Increase Concern for the Environment in Age Children 5-6 Years

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ABSTRACT

The moral development of early childhood plays an important role in shaping their attitude of care toward the surrounding environment. Instilling environmental awareness from an early age is essential, as it forms the foundation for responsible behavior in preserving nature and maintaining social life in the future. This study aims to foster environmental awareness through the landscape drawing method among children aged 5–6 years. This community service activity, based on a service-learning approach, was conducted at TK Buah Hati Balangpunia, Gowa, involving 14 children as participants. The research instruments included landscape posters, child achievement observation sheets, and intervention implementation evaluation sheets. Data were analyzed using descriptive statistics. The results showed that the children demonstrated an increase in environmental awareness. These findings indicate that the application of the landscape drawing method is effective in nurturing children's care for their surroundings, which is an important aspect in building character and shaping their future.

Keywords: *drawing methods, moral development, concern for the environment.*

1) INTRODUCTION

Character development in humans needs to be stimulated from an early age. One such character trait is a sense of environmental stewardship. According to Haul (2021), environmental stewardship is an attitude and action aimed at preventing environmental damage and developing a commitment to repairing existing damage. This is crucial because character development is essential in early childhood so that environmental sensitivity and concern can take root and become a lifestyle (Loho & Cristianity, 2023). However, many people lack education, leading to environmentally damaging behavior (Gusmawanti, 2022). Early childhood is adept at imitating and always following the example of their environment or those around them. Several factors indicate that many children are unaware of the dangers of waste and lack knowledge about environmental sustainability (Intishar, S. et al., 2020). Lack of environmental stewardship can lead to littering, excessive water use, and the habit of uprooting and trampling on plants in the surrounding environment (Oktamarina, 2021).

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Studies show that direct interaction with nature and aesthetic experiences through art can strengthen ecological awareness in early childhood (Yuliarini & Pamungkas, 2025). However, empirical data shows that the implementation of environmental education in early childhood education is still limited and is mostly cognitive in nature without providing direct experience (Mukhlis et al., 2024). Drawing activities have a strong foundation in children's cognitive development and creativity. According to Piaget (1952), drawing is a way for children to represent their thoughts and experiences about the world. Meanwhile, Vygotsky (1978) emphasized that drawing helps children develop symbolic thinking skills. In addition, Gardner added that drawing develops children's visual-spatial intelligence in understanding visual information (Gardner, 1983). Lowenfeld identified that early childhood children aged 5-6 years are at the schematic stage using simple representations (Lowenfeld, 1957). This is in line with Kellogg's theory that places early childhood on design with the ability to create simple designs (Kellogg, 1970). Therefore, one effective method is the method of drawing scenery, which can help children learn to care for their surroundings. This method makes children interested in the lesson and focused on following the lesson, making it easier for them to understand what is being taught (Lestari, 2019). Drawing can help children express their ideas in the form of objects that align with their imagination (Hartanti et al., 2023). This can increase children's self-awareness of the importance of environmental protection (Khoiri et al., 2021).

Drawing is a popular form of expression for children. Drawing for children creates an active, fun, and enjoyable atmosphere (Gussantoko et al., 2020). This method involves giving each child a blank sheet of paper to draw a scene based on their imagination, helping them understand their surroundings. The goal of the drawing method is to make learning enjoyable, create a class that is not boring, and encourage children to become active learners (Risdianty et al., 2022). Drawing methods for early childhood offer various variations that can be tailored to learning objectives. These variations include free drawing, which allows freedom of expression, drawing shapes to learn basic geometry, drawing stories to develop imagination, and drawing with specific patterns and techniques. Each type of drawing can help develop a child's creativity, fine motor skills, cognitive skills, language skills, and social skills. Therefore, the drawing method is highly suitable for students to use to stimulate environmental awareness (Salam & Arifin, 2025).

According to Utara et al. (2024), environmental awareness is a state of awareness and individual attitude toward the environment, encompassing knowledge, appreciation, and actions to preserve the

natural environment. According to Arindah & Nursiwi (2024), environmental awareness is a concrete expression of environmental concern manifested through concrete actions, such as not littering, caring for plants, and paying attention to environmental sustainability. Therefore, researchers conclude that environmental awareness is an action to maintain, protect, and preserve nature to keep it clean and healthy. Factors influencing environmental awareness include self-awareness and environmental habits, as well as the behavior of parents and teachers in educating children, particularly those who are not environmentally conscious (Arifin et al., 2023).

Based on this explanation, the drawing method is one method of stimulation that can be implemented in community activities in the form of service learning to increase children's environmental awareness at Buah Hati Balangpunia Kindergarten, Gowa.

2) METHODS

Service learning is a learning system designed to provide services to the community (Bukidz, 2022). Service learning is an experiential learning method that implies that what is learned in the classroom can be applied in real-life situations in public (Junaidah et al., 2023). This research is a Classroom Action Research (CAR) study, with 5-6-year-old children at Buah Hati Balangpunia Kindergarten, Gowa, as the subjects of the service. The population was 20 students (data from Buah Hati Balangpunia Kindergarten, Gowa). A sample of 14 children was selected using a random sampling technique. Data collection instruments used observation sheets and documentation of drawings.

The learning method used in this service research is drawing. The first step is preparing drawing materials and tools such as drawing paper, colored pencils, crayons, or watercolors. Second, introducing the environmental theme to the children and providing a brief explanation of the importance of the environment and how to keep it clean. Third, showing pictures of natural environments such as mountains, beaches, forests, or beautiful parks. Fourth, observing the surrounding environment. Fifth, invite children to observe their surroundings, such as schoolyards, parks, or pictures of nature. Sixth, if possible, conduct outdoor activities to give them direct experience seeing and observing nature. Seventh, guide children to observe environmental elements, such as trees and flowers, and engage them in discussions about the importance of maintaining the cleanliness and beauty of nature. Eighth, give children time to begin drawing scenery based on their observations and

imagination. Ninth, give children the freedom to draw natural elements they remember or like, such as mountains, rivers, trees, and flowers. Tenth, support their creativity without setting too strict limits, and encourage them to use bright colors to make their drawings attractive, then discuss the importance of protecting the environment. Eleventh, after completing their drawings, invite children to share stories about their drawings. Ask them why the drawings are important to them and how they can protect the environment as depicted in their drawings. Finally, discuss simple ways to care for the environment, such as disposing of trash properly, planting trees, and caring for plants. The media used are two posters of children protecting the environment. Media reference: Canva. The following learning media are used:



Figure 1. *Learning Media*



Figure 2. *Learning Media*

The community service program was conducted over three days, December 20, 22, and 26, 2024. The implementation steps were as follows: On the first day, the teacher introduced environmental

elements such as trees, plants, and other natural objects and explained the importance of maintaining environmental cleanliness using landscape posters. On the second day, the children freely drew landscapes based on their imaginations, then named and explained the objects in the drawings to gauge their understanding. On the third day, the children returned to drawing and focused on environmentally friendly behaviors, such as disposing of trash properly and caring for plants. The activity concluded with hands-on practice, with the children implementing environmentally conscious behaviors such as disposing of trash properly in the classroom and school playground.

The instruments used were landscape posters, observation sheets for children's achievement, and evaluation sheets for the implementation of the intervention. These were based on the following aspects: (1) Understanding the environment (2) Love of nature (3) Awareness of the balance of nature (4) Concern for the environment and natural beauty (5) Achievement of the intervention, which consisted of (6) Development of creativity and solutions to the environment. The outline can be seen in the following table:

Table 1. *Instrumen Grid*

Indicator	Statement
Understanding of the environment	1. Children can describe natural elements, such as trees, mountains, rivers or the sky clearly.
	2. Children name several environmental components in their drawing, for example trees, water, land and air.
Love of nature	1. The child describes a scene thar shows cleaniless, such as there in no rubbish around the scene.
	2. The child depicts natural elements in a way that shows appreciation for nature (e.g, dark trees, clear water)
Awareness of the balance of nature	1. Children describe nature, for example by showing the relationship between trees, animals and water in their drawings.

	2. Children describe an environment that shows harmony, for example the complementality between trees, water and air.
Attention to cleanliness and natural beauty	1. Children show their attention to cleanliness in their drawings, for example depicting a park or river that is clean of rubbish. 2. The child describes a beautiful and well-maintained natural scene, such as a picture of a green tree and a clear river.
Motivation to care for the environment	1. Children can explain the reasons why they draw landscapes with clean and beautiful natural elements 2. Children show an attitude of wanting to care for the environment with views that are free from damage or pollution.
Development of creativity and solutions to the environment	1. Children describe creative ideas or solutions to preserve nature such as green parks. 2. Children can express ways to keep things clean or care for nature through their drawings, such as planting trees or reducing waste.

3) RESULTS AND DISCUSSION

The results of the community service research in the form of service learning were positive. This was demonstrated by the fact that after implementing the drawing method, the majority of students met the criteria for Starting to Develop (MB) and Developing According to Expectations (BSH) in terms of environmental awareness. The following summarizes the observational data from the implementation of the service activities with the 14 children who were the study subjects.

Table 2. *Respondent Results Before the Drawing Method*

No	Name	Items												Total	Average
		A	B	C	D	E	F	G	H	I	J	K	L		
1	AF	1	2	2	1	2	1	2	2	3	1	2	2	21	1,5
2	AD	2	2	1	2	1	2	2	2	2	1	2	1	20	1,4
3	AI	2	1	2	2	1	2	2	2	2	2	2	2	22	1,5
4	HH	1	2	2	1	2	2	1	2	2	2	2	2	21	1,5
5	MH	2	3	2	2	2	2	2	2	3	2	2	3	27	1,9
6	MA	1	2	2	3	2	2	2	3	2	1	2	1	23	1,6
7	SA	2	1	2	2	2	2	1	2	2	2	2	2	22	1,5
8	MP	2	2	3	3	3	2	3	2	2	2	2	3	29	2,7
9	MR	2	1	2	2	1	2	2	3	2	2	2	2	23	1,6
10	MS	2	2	2	2	3	2	1	2	2	3	2	2	25	1,7
11	NA	2	3	2	2	2	1	2	2	3	2	2	2	25	1,7
12	RP	2	3	4	2	2	2	2	3	2	2	2	3	29	2,0
13	S	4	2	3	4	3	2	2	2	2	4	3	2	33	2,3
14	ST	4	2	3	2	3	3	3	2	3	2	3	2	32	2,2
Average														25,14	1,79

No	Name	Item												Total	Average
		A	B	C	D	E	F	G	H	I	J	K	L		
1	AF	2	3	3	2	2	1	2	2	3	2	2	3	27	2,25
2	AD	2	3	2	2	2	2	2	3	2	3	2	1	26	2,1
3	AI	2	2	2	3	2	3	2	2	2	2	3	2	27	2,25
4	HH	1	2	2	2	3	2	1	2	2	3	2	2	24	2.0
5	MH	2	3	3	3	3	2	2	2	3	2	2	3	30	2,5
6	MA	1	2	2	2	2	3	2	3	2	2	2	2	25	2,8
7	SA	2	2	2	3	2	2	1	2	3	2	2	2	25	2.8
8	MP	2	3	4	3	4	3	3	2	3	3	3	3	38	3,1
9	MR	2	2	2	2	1	2	2	3	2	3	2	2	25	2,8

10	MS	3	2	2	2	3	2	1	3	2	3	2	2	27	2,25
11	NA	2	3	2	2	3	1	2	2	3	3	3	2	28	2,3
12	RP	2	3	4	2	2	3	2	3	2	2	2	3	30	2,5
13	S	4	2	3	4	3	3	3	2	2	4	3	3	36	3,0
14	ST	4	2	3	2	4	3	3	2	3	3	3	2	34	2,8

Average														28,71	2,55
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Description:

Skor 4: Developing Very Well (BB)

Skor 3: Developing as Expected (MB)

Skor 2: Starting to Develop (BSH)

Skor 1: Not Yet Developing (BSB)

Based on Table 3 above, it can be seen that respondents from Buah Hati Balangpunia Kindergarten, Gowa, had nearly identical average scores. Children with the initials MP and S achieved the highest scores among their peers, namely MP 38 with an average of 3.1 and S 36 with an average of 3.0, indicating that their environmental awareness falls into the Developing According to Expectations (BSH) category. This means these children are already capable of caring for their environment. Meanwhile, the other 12 children are in the Starting to Develop (MB) category.

Table 4: *Difference in Observation Results Before and After the Drawing Method*

No	Name	Average		Difference
		Sebelum	Sesudah	
1	AF	1,5	2,25	0,75
2	AD	1,4	2,1	0,7
3	AI	1,5	2,25	0,75
4	HH	1,5	2,0	0,5
5	MH	1,9	2,5	0,6
6	MA	1,6	2,8	1,2
7	SA	1,5	2,8	1,3
8	MP	2,7	3,1	0,4
9	MR	1,6	2,8	1,2
10	MS	1,7	2,25	0,55

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11	NA	1,7	2,3	0,6
12	RP	2	2,5	0,5
13	S	2,3	3	0,7
14	ST	2,2	2,8	0,6
Average		1,79	2,55	0,76

Based on descriptive statistical data before and after treatment, there was a difference in scores of 1.79 and 2.44, with a difference of 0.76. This indicates an increase in environmental awareness after treatment. Therefore, the drawing method is highly suitable for learning, especially for developing children's fine motor skills. This relates to the explanation by (Azizah et al., 2024) that learning methods are crucial in the learning process. If the method is used incorrectly, it will be detrimental, and vice versa. Learning methods determine student success, especially in terms of environmental awareness.

The results of this study align with research conducted by (Santos et al., 2024), which showed that drawing methods can increase children's environmental awareness. This method can motivate children to increase their environmental awareness and maintain a clean, comfortable, and healthy environment. According to Berti and Cigala (2022), the drawing method is a relatively easy way to obtain information about children's experiences. According to Cook and Sorin (2014), the drawing method is an excellent way to introduce children to environmental concepts. According to Risdianty et al. (2022), the drawing method not only increases environmental awareness but also enhances children's intelligence and creativity. This is supported by research (Hendri et al., 2022), which states that through the drawing method, children can learn to develop thinking skills through imagination, which can facilitate their creative process. Furthermore, according to Nona et al. (2019), drawing for children is a medium for communication and expression that can create fun and enjoyable learning.



Figure 3. *Exposure to the surrounding environment*

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Figure 4. *Photo of the application of the drawing method*



Figure 5. *Landscape drawing results*

Based on documentation and observations during the research, Figure 5 shows that children learn about their surroundings, such as trees, rivers, and mountains, through drawing. Furthermore, teachers encourage children to dispose of trash properly every day. In general, the goal of early childhood education is to stimulate the development of children's potential to become healthy, knowledgeable, critical, creative, innovative, and self-confident individuals (Setiyawati et al., 2021). At this stage, children develop unique characteristics, divided into cognitive, language, physical motor skills, moral, and socio-emotional aspects (Talango, 2020). One aspect developed in this activity is the socio-emotional aspect. Social-emotional refers to the ability to establish relationships and communicate with others, be accustomed to being polite, obeying rules, being disciplined in daily life, and being able to show appropriate emotional reactions (Khulusinniyah, 2019). This relates to children's ability to empathize, which fosters a sense of caring for their surroundings. Furthermore, environmental

awareness can support children's cognitive development, enabling them to understand what's happening in their environment, such as understanding cause and effect and improving memory skills to solve simple problems (Wahyono et al., 2020).

Raising awareness in early childhood can be achieved through drawing. Drawing is not only a simple activity but also offers significant benefits, such as helping children understand the importance of environmental protection. The role of educators is also crucial in fostering positive character; teachers must be able to set a good example for their students. Furthermore, research conducted by (Tsanja & Kurniawati, 2024) states that teachers teach environmental values through the learning process. It's important to connect the learning process with everyday life and the natural environment. If students are aware of the importance of the environment, it will have a positive impact on the environment today and for future generations. Evaluation results show that the drawing method worked well, with some children able to understand the concept of environmental protection. Furthermore, children's enthusiasm was evident while drawing. Overall, this method successfully increased children's awareness of the importance of the environment while enriching their learning experience.

4) CONCLUSIONS

Based on the results of the community service activities presented in the discussion regarding the application of the drawing method to increase environmental awareness in 5-6 years old children at Buah Hati Balangpunia Kindergarten in Gowa, it can be concluded that implementing this drawing method strategy has increased environmental awareness. The application of the landscape drawing method increased the children's average environmental awareness score from 1.79 to 2.44. By applying the drawing method, children can realize the importance of protecting the environment and develop empathy for their surroundings. This section summarizes your research. You also may give suggestions and implications.

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