

Painting On Stone As A Learning Media For Fine Arts To Improve Students' Creativity At Sdn 24 Ampenan

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Abstract

Visual arts education in elementary schools plays a crucial role in developing students' creativity, imagination, and expressive abilities. This study aims to explore the use of stones as a painting medium in art education and its impact on enhancing the creativity of elementary school students. Stones were chosen as an alternative medium due to their easy availability in the surrounding environment, diverse shapes and textures, and their ability to stimulate students' creative potential in producing artworks. This research adopts a descriptive qualitative approach, utilizing data collection techniques such as observation, interviews, and documentation of student artworks. The findings reveal that the use of stones as a painting medium significantly enhances students' enthusiasm, active participation, and creativity in the art learning process. Students feel challenged to adapt their designs to the natural shapes of the stones, which encourages the development of original and flexible visual ideas. Additionally, this activity strengthens the connection between art and the environment while fostering ecological awareness from an early age. Teachers also found this method beneficial as a more contextual and enjoyable learning alternative. Based on these findings, it is recommended that art teachers integrate stone media into learning activities to enrich students' aesthetic experiences. This study also opens opportunities for the development of more innovative and locally grounded art curricula.

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1. INTRODUCTION

Internationally, art instruction at the elementary school level has been recognized as a crucial component in developing students' creative, expressive, and imaginative thinking skills (Eisner, 2019; Greene, 2020). In Indonesia, the role of art in education is emphasized in the Independent Curriculum, which emphasizes the importance of project-based, contextual, and locally relevant learning. However, the reality on the ground shows that most elementary schools still use conventional media such as paper or canvas and have not explored more innovative alternative media to support the art learning process (Pebriana et al., 2023).

This phenomenon raises the need for new approaches that not only stimulate students' creativity but are also relevant to their environment. Stones, as an alternative medium, have great potential because they are naturally available around schools, come in

diverse shapes and textures, and can challenge students to adapt visual ideas to the characteristics of unconventional media. Previous research has shown that the use of environmentally-based media can increase students' learning engagement and ecological awareness (Handayani & Andaryani, 2024).

Based on these facts, phenomena, and trends, the assumption developed in this study is that the use of stones as a painting medium can be a contextual and educational solution in fine arts learning in elementary schools. Therefore, this study aims to examine how the application of stone media in painting activities can enhance student creativity, with a case study at SDN 24 Ampenan. This study also aims to contribute to the development of innovative art learning strategies based on local potential.

2. RESEARCH METHOD

This research is based on theoretical studies and previous scientific research results relevant to the research focus, namely the use of alternative media in fine arts learning to enhance creativity in elementary school students. Creativity in arts education is an important aspect that has been discussed by Eisner (2019) and Hetland et al. (2018) in the context of visual arts education. Greene (2020) also emphasizes the importance of contextually meaningful art media to stimulate students' imagination and active participation. Research by Pebriana et al. (2023) shows that loose parts media can enhance creativity in elementary school students, while Handayani & Andaryani (2024) proves that learning media innovation has a significant impact on student learning outcomes. Studies by Apriyani et al. (2023), Simanjuntak (2021), and Istiana & Andaryani (2024) strengthen these findings, where alternative media such as animated films, digital technology, and audiovisuals can provide new stimuli in fine arts learning. Furthermore, support for an environmentally-based approach to arts education can be found in studies by Robinson (2017) and McFee (2020), which emphasize the importance of integrating ecological values into learning practices. Arends (2021) also asserts that an experiential learning approach can build students' skills and character more deeply.

Based on this theoretical foundation, this study uses a qualitative descriptive method to in-depth examine the influence of using stones as a painting medium on the creativity of students at SDN 24 Ampenan. The research focuses on how stones can stimulate originality of ideas, flexibility of thought, and courage in visual expression.

The research implementation began with a pre-research stage, which involved conducting a literature study and initial observations of fine arts learning activities at SDN 24 Ampenan. The next stage was field research, where data were collected through direct observation of the learning process, in-depth interviews with art teachers and first-grade students, and documentation of student work. The data obtained were analyzed through the stages of data reduction, data presentation, and conclusion drawing, in accordance with qualitative analysis techniques according to Miles and Huberman (1994). The data presentation was arranged in the form of a thematic narrative in accordance with the focus of the study, namely the effectiveness of stone media in fine arts learning, student responses, and increased creativity.

3. RESULTS AND DISCUSSION

A. Stone Media in Fine Arts Learning at SDN 24 Ampenan

The results of the study indicate that stone media can be an effective and interesting alternative in learning fine arts in elementary schools, especially at SDN 24 Ampenan. Stone as a medium has unique characteristics, namely varied shapes and different textures, thus providing challenges and opportunities for students to create freely and innovatively. In the learning process, students are invited to choose the stone

to be used, then adjust the image or motif to be painted according to the shape and surface of the stone. This encourages students to think creatively in processing unusual media and develop their imagination skills.

Furthermore, the use of stones as a medium provides a more contextual learning experience that is closer to the students' surroundings. Because stones are easily found in nature, students are encouraged to become more familiar with and utilize natural resources creatively and responsibly. The use of this medium also enriches the variety of fine arts learning methods that have traditionally been limited to paper or canvas. With stones as a medium, students experience a new, fun and challenging sensation in creating, thereby increasing their motivation and enthusiasm throughout the learning process. This demonstrates that stones are not only effective as a means of artistic expression but also play a role in supporting the development of creativity and ecological awareness in elementary school students.

B. Student Responses to the Use of Stones as a Painting Medium

Based on in-depth interviews with elementary school students participating in a painting activity using stones as an alternative medium, the majority of respondents responded positively to the experience. Most students expressed joy, interest, and enthusiasm when painting on stones. They stated that the activity provided a new and enjoyable experience that differed from the usual art lessons that use paper. The students stated that stones have their own unique shape and texture, requiring adjustments in determining the motif or image to be painted. This encouraged them to think more creatively and adapt designs to the natural shape of the stone. Furthermore, students felt that using stones as a medium stimulated their imagination and provided unique challenges that encouraged increased creativity.



Gambar 1: siswa Melukis di atas batu

Despite this, students expressed several challenges during the painting process, such as uneven stone surfaces, paint that struggled to adhere, and difficulty controlling the brush on certain parts of the stone. However, these challenges did not diminish students' interest in participating in the activity. In fact, most students expressed a desire to use stones again in future art lessons. The process of selecting images or motifs was generally based on the shape of the stone itself. Students tended to utilize the natural shape of the stone to determine the design, such as painting round stones into faces or animals, and flat stones into landscapes. This demonstrates the existence of creative thinking processes and skills in developing visual ideas based on concrete objects in the surrounding environment.



Gambar 2: Proses siswa Melukis di atas

In addition to the creativity aspect, students also recognized the contextual learning related to the environment. They stated that using rocks as an art medium helped them understand the importance of preserving and utilizing the environment wisely. Several students mentioned that this activity fostered a sense of responsibility towards nature and raised awareness of the artistic value of simple objects around them. Overall, the results of this study indicate that the use of rocks as a painting medium in fine arts learning in elementary schools can make a positive contribution to increasing student creativity, enriching the learning experience, and strengthening the connection between art, nature, and contextual educational values, as seen in the results of students' painting on rocks.



Gambar 3: Hasil siswa Melukis di atas

C. Implications for Fine Arts Learning

The research results show that the use of stones as a painting medium has positive implications for the process and approach to fine arts learning at the elementary school level. This activity not only expands the range of media used in learning but also enriches students' aesthetic experiences through direct interaction with natural objects. Through this process,

students are trained to be more sensitive to the shape, texture, and artistic potential of objects in their environment, thus making the learning approach more contextual and meaningful.

One important implication identified was increased student engagement during the learning process. The rock painting activity fostered curiosity, enthusiasm, and an exploratory drive in students. This aligns with the principles of experiential art learning, where direct interaction with media and the creative process is a key component of competency achievement. Teachers also reported that students demonstrated increased initiative in determining painting themes, selecting appropriate rocks, and discussing visual ideas with their peers.

Furthermore, learning with stones helps foster an appreciation for and awareness of the environment in students. They begin to see that natural materials can have artistic value and learn to appreciate the diversity of shapes and colors in stones. Thus, art learning is not only focused on the technical aspects of drawing or coloring but also touches on attitudes and values of environmental concern.

Another implication is the potential of this activity to support interdisciplinary learning. For example, students can be encouraged to understand basic geological elements (such as rock types), environmental conservation, and cultural values in the motifs they paint. This opens up opportunities for art teachers to design integrative and collaborative learning with other subjects.

Based on these findings, it can be concluded that the use of stones as a painting medium not only enhances student creativity but also enriches teachers' learning strategies, broadens students' aesthetic experiences, and encourages the development of environmentally conscious characters. Therefore, this approach is highly relevant for further development in the elementary school fine arts curriculum.

4. CONCLUSION AND SUGGESTIONS

This study concludes that the use of stones as a painting medium in elementary school fine arts learning can have a positive impact on increasing student creativity, strengthening their engagement in the learning process, and raising awareness of the importance of creative and responsible environmental use. The unique characteristics of stones, such as diverse shapes and textures, provide both challenges and opportunities for students to think creatively and adapt visual ideas to unconventional media. Student responses to this activity were also very positive; they felt happy, interested, and wanted to use stones again in their next art activities.

Through this approach, students not only develop artistic abilities but also learn to appreciate nature and hone their aesthetic sensitivity to simple objects around them. Teachers also find it beneficial to use stones as a variation in more engaging and contextual learning strategies.

Based on these findings, it is recommended that fine arts teachers begin integrating alternative media such as stones into their lessons to enrich aesthetic experiences and increase student motivation. Schools are also expected to support environmentally-based arts activities by providing adequate facilities and exploration spaces. Furthermore, the results of this study can serve as a basis for developing a fine arts curriculum that is more contextual, integrative, and adaptive to local potential. Future researchers are also encouraged to develop similar studies with a broader scope or a quantitative approach to strengthen empirical evidence on the effectiveness of stone media in fine arts learning.

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