

Strengthening Environmental Awareness in Children Through Drawing Activities

**Elda Franzia Jasjfi*, Cama Juli Rianingrum, Layla Nurina Kartika Iskandar,
Amanda Wiana, and Ahmad Syarif Hidayatullah**

Faculty of Art and Design, Universitas Trisakti, Jakarta, Indonesia

*elda@trisakti.ac.id

Article Info	Abstract
Article history: Received: March 21, 2024 Accepted: September 10, 2024 Published: January 16, 2025 Keywords: Children Nature drawing Drawing training Environment care Environment theme This article is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License © 2025 Bubungan Tinggi: Jurnal Pengabdian Masyarakat	Pondok Yatim and Dhuafa Tomang are located on Jl. Gelong Baru No. 8, Tomang Village, Grogol Petamburan District, West Jakarta, is inhabited by 10 children aged 3-12 years. Currently, no special environmental awareness or art activities are carried out by the children at Pondok Yatim and Dhuafa Tomang. Even though they are interested in the environment and have free time to carry out various activities after formal school ends, one of which is drawing. For this reason, drawing training activities are carried out to increase awareness of the environment through Community Service activities by the Faculty of Art and Design, Universitas Trisakti. This activity aims to help the children Pondok Yatim and Dhuafa Tomang foster. The activity targets are gaining knowledge about the environment, developing drawing skills, and developing creativity. The training was carried out using the participatory action research (PAR) method to obtain primary information from the target audience and to participate actively in implementing the training. The training results are children's drawings on environmental themes with various creative objects and interactions with the surrounding environment as a reflection of the environmental concerns of the children assisted by Pondok Yatim and Dhuafa Tomang. The training activities were carried out well according to the objectives of the training activities.
To cite this article: Jasjfi, E. F., Rianingrum, C. J., Iskandar, L. N. K., Wiana, A., & Hidayatullah, A. S. (2025). Strengthening environmental awareness in children through drawing activities. <i>Bubungan Tinggi: Jurnal Pengabdian Masyarakat</i>, 7 (1), 1-10.	

INTRODUCTION

Environmental problems are issues faced in Indonesia and also in other countries globally. However, environmental problems in big cities such as Jakarta face a crucial point with the rise of industrial development and the lack of concern of the wider community to protect and maintain environmental sustainability. Based on the results of coverage in the national media, international media mentioned the city of Jakarta as one of the most polluted cities in the world and ranked as the second city with the worst air quality in the world ([Hardiantoro & Firdaus, 2023](#)).

Caring for the environment is the responsibility of all parties, including children. This was also expressed in the 2023 National Children's Day series, which states that children will be the dominating generation in 2030. Based on data projected by the Central Bureau of Statistics in 2022, the child-age population (0-19 years) reached around 88 million of Indonesia's total 275 million population ([Katingka, 2023](#)). Children's character education needs to be provided early, among others, through knowledge and habituation after school ([Prastawa et al., 2024](#)). Therefore, children need to be involved in taking a positive role in

caring for and maintaining the surrounding nature, starting from the smallest environment at home.

Efforts to increase environmental awareness in the younger generation, especially children, can be made through education. Formal and informal education can instil and develop children's character from an early age, especially the attitude of caring for the environment ([Rochimah, 2018](#)). The planting of attitudes from an early age is expected to be carried into adulthood so that children have environmental responsibility and want to participate in preserving the environment. Learning while children favour playing activities because, through these activities, children learn while socializing ([Maharani et al., 2023](#)). Drawing is one of the informal education activities favoured by children from an early age. Various physical and mental developments are involved in drawing activities. Early childhood education is needed as a basis for children's physical growth and development, starting from fine and gross motor coordination, thinking power intelligence, creative power, emotional and spiritual intelligence, as well as socio-emotional including attitudes and behaviour, religion, language and communication ([Loita, 2017](#)).

Pondok Yatim dan Dhuafa Tomang is a home for children aged 3-12 in Tomang, West Jakarta. Based on observations and interviews conducted with the coaches of the Tomang Orphanage, the problems were found, namely (a) There is still a lack of knowledge and awareness of children and coaches of the Tomang Orphanage and Dhuafa there are environmental problems and their impact on the sustainability of life in it, as well as efforts that can be made to protect the environment starting from the smallest environment, and (b) There is still a lack of knowledge and drawing skills in the foster children of the Tomang Orphanage and Dhuafa along with its benefits as a medium of expression and increasing children's awareness from an early age to protect the environment. For this reason, the solution offered to the target community is environmental-themed drawing training for children assisted by the Tomang Orphanage and Dhuafa to gain knowledge about the environment and drawing skills and develop the creativity of children assisted by the Tomang Orphanage and Dhuafa.

METHODS

The training was conducted using the participatory action research (PAR) method, which is carried out directly in an informal atmosphere to foster intensive communication with the target audience to obtain primary information and active participation in the implementation of the training. Through the PAR method, problems are defined and applied in the form of action as a solution to the problems that have been defined. Therefore, the PAR method is understood as carried out by, with, and for the target community ([Rahmat & Mirnawati, 2020](#)). In implementing the PAR method, as the initial stage of research, direct field observations are made to obtain the target audience's aspirations ([Muhtarom, 2019](#)). Primary information collection is carried out at the pre-implementation stage at the location.

Activities were carried out with the following stages of implementation:

1. Preparing on site:
 - a. Prepare a comfortable space for participants.
 - b. Prepare drawing tools and media.
2. Opening:
 - a. Introduce the extension team members to the participants.
 - b. Explain the purpose and objectives of the training activities.
3. Material delivery:
 - a. Delivered material about the environment and efforts to maintain its sustainability.

- b. Presented material about various drawing tools and media and creativity in creating and drawing.
4. Environment-themed drawing training:
 - a. Drawing together with an environmental theme.
 - b. Guiding participants who have difficulty drawing.
 - c. Encourage creativity and exploration.
5. Cover:
 - a. Evaluate the participants' drawings.
 - b. Evaluate participants' involvement in protecting the environment.

The results achieved in this activity are those obtained within a 2-hour training period by the trainees, namely the children assisted by Pondok Yatim and Dhuafa Tomang. Drawing results, including natural drawing objects according to the theme, colouring techniques, and creativity in drawing and colouring, are evaluated.

RESULTS AND DISCUSSION

Amal Sholeh Sejahtera Foundation, which was established in 2018, is engaged in activities oriented towards helping orphans and poor children through Pondok Yatim and Dhuafa, one of which is located on Jl. Gelong Baru No. 8, Tomang Village, Grogol Petamburan District, West Jakarta. Pondok Yatim dan Dhuafa Tomang is inhabited by 10 children aged 3-12 years who receive formal and informal education at donors' expense. Occupying a dormitory building with a limited yard, the children at the Tomang Orphanage have the opportunity and free time to do various activities after formal school ends. Currently, no special activities related to environmental awareness or artistic activities are carried out. The research location is shown in Figure 1.



Figure 1 The training setting

Children are the nation's next generation who need attention and opportunities for education through formal, non-formal and informal education channels. Formal education is carried out through education in schools, from primary to secondary to higher education. Non-formal education is carried out through, among others, religious education after school. Non-formal education aims to develop children's potential by emphasizing increased knowledge. Informal education is carried out independently in the child's environment, emphasizing a sense of responsibility for the environment in which the child lives ([Syaadah et al., 2023](#)).

Informal education is needed to build the next generation of young people who have the virtue of quality by providing ethical education, manners, moral education, and the environment. In informal education, caregivers are needed as *role models* so that children learn through imitation and experience.

Many factors, including learning models and styles, influence children's learning process. The learning model in Indonesia provides space for children to choose a way of learning that suits their needs. Learning style is a way for children to receive information easily during the learning process. According to Priyatna, three main learning style categories are visual, auditory, and kinesthetic. In addition, there are combinations of these main learning styles. Currently, it is estimated that 65% of the population in the world has a visual learning style, while 30% have an auditory learning style, and 5% have a kinesthetic learning style ([Nafi'ah, 2021](#)). Children with a visual learning style will find it easier to get information on learning materials through their sense of sight, so it will be better to utilize interesting visual media. Children with auditory learning styles will find learning easier by getting information through their sense of hearing, namely in verbal conversations. Meanwhile, children with kinesthetic learning styles will find learning easier through motor activities to actively touch, work on, arrange, and dismantle various learning objects.

Informal drawing training can be one of the learning processes for children, involving visual (with drawing objects), auditory (through verbal guidance from the training team), and kinesthetic (with motor activities carried out by children through environmental observation and drawing activities) processes.

The Community Service Program was carried out with environmental-themed drawing training activities for the target community of children assisted by the Tomang Orphanage and Dhuafa. The activity was carried out on February 3, 2024, in the cottage environment, which is the residence of the fostered children of Tomang Orphanage and Dhuafa. The activity started at 09.00 WIB and was carried out for approximately 2 hours. The length of the training period considers the effectiveness of activities for children aged 3-12 years so that it is not boring. The executor of the training activities is a team of instructors consisting of lecturers, students, and alums of the Faculty of Fine Arts and Design, Trisakti University. The atmosphere of the drawing training is shown in Figure 2.



Figure 2 Informal drawing of the training atmosphere at the training site

The environmental theme was chosen as the object of the drawing training to build awareness and increase participants' involvement in the environment. In children, playing activities while drawing or colouring pictures can minimize the impact of indifference to the surrounding environment and outside the environment ([Wardiningsih et al., 2019](#)). For this reason, the environmental theme chosen is not limited but is related to the participant's knowledge and insight into the natural environment. Participants were given the freedom to imagine using the experience and knowledge provided. In the introductory material, before the drawing activity was carried out, it was found that the participant's understanding of the environment included plants and green environments around their homes and hometowns. The instructor team also briefed the participants about their participation in

protecting the environment, such as planting trees, taking care of plants in the residence, and disposing of garbage in its place.

In this training program, drawing and colouring activities are carried out. Drawing is the process of creating an image by applying drawing tools such as pencils, markers, and crayons to a flat surface such as a paper surface. Meanwhile, colouring fills or gives colour to the desired object (Jalil, 2023).



Figure 3 Drawing tools used by participants

The drawing tools provided in this activity are pencils, coloured pencils, crayons, watercolours, drawing media in drawing books, and environmental thematic drawing paper, as shown in Figure 3. Drawing books are a medium that the target audience can use to be creative and draw according to their imagination. Drawing paper can explore colours and practice colouring according to the techniques presented.

Colouring activities are one of the activities that can develop artistic sensitivity in children. Through colouring activities, children can learn to recognize objects and colour intensity and recognize the characteristics of colour tools. According to Olivia, colouring is useful for children to (a) Train children to recognize various types and names of colours, (b) Train children to be able to choose the colours used and colour combinations, as well as learn colour harmony and balance, (c) Stimulate children's imagination and creativity, (d) Train children to understand the details of the coloured object (Harjanty, 2019).

The training also introduced the colour gradation technique. Colour gradation is a gradual change in colour from light to dark or a change in colour from one colour to another. Colour gradation techniques can be produced, among others, by colouring (a) from bottom to top, (b) from the side, (c) from outside to inside, (d) from inside to outside, and (e) intermittently (Sari, 2019). Colour gradation can be done for adjacent colours in the colour circle, such as yellow-orange-red, yellow-green-blue, and red-violet-blue, as can be seen in Figure 4.

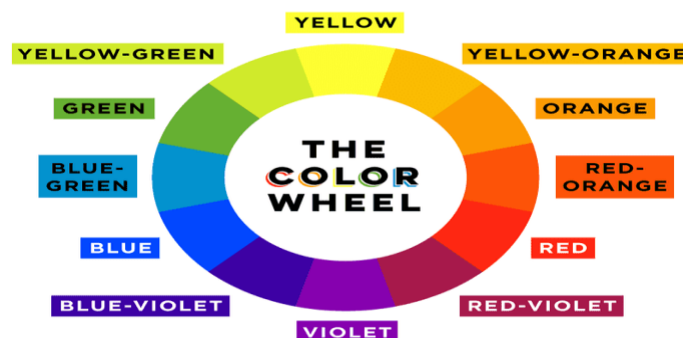


Figure 4 Color circle

(Source: https://www.canva.com/id_id/belajar/teori-warna/)

Gradation techniques can be produced by applying colour tools such as coloured pencils, crayons, or watercolours. With the colour gradation technique, the use of colours can be more varied, and the results of the drawing become more interesting and beautiful. In applying colour gradation, participants need courage and mastery of the technique to obtain the desired colour gradation. The gradation technique material conveyed the knowledge of the gradation technique for the participants, as shown in Figure 5.

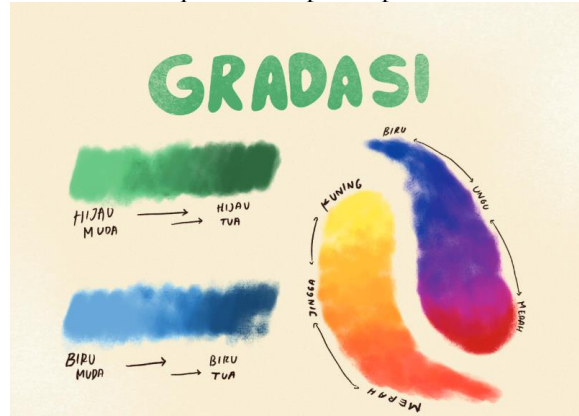


Figure 5 The gradation technique material

Creativity is a potential possessed by humans from an early age. Drawing is one of the activities that can be a means to self-actualize, express and develop children's creative and imaginative potential, as well as train fine motor skills, increase concentration span, and develop visual and spatial abilities ([Kartika et al., 2023](#)).

Creativity encompasses a wide range of human potential and expression. According to Guilford, creativity is the concept of divergent thinking, which is the ability to solve problems through several possibilities. Everyone possesses creativity regardless of age, gender, socio-economic level, or education level. However, creativity must be developed and nurtured from an early age. The environment plays an important role in developing creative potential in children ([Harjanty, 2019](#)).

Participants were free to be creative in this training activity and choose drawing or colouring activities. Some of the participants' drawings show the creativity of their imagination and work, including drawings of green mountain landscapes and images of outer space, using a variety of drawing tools, as shown in Figures 6.



Figure 6 (a) Participant's drawing with a mountainous nature object and (b) Participant's drawing with the object of outer space

Participants who chose colouring activities were also creative with different drawing tools, such as coloured pencils and watercolours. The results of colouring pictures from the

participants applied the gradation technique quite well with the various colour tools used. Although creativity was put forward in this training activity, the participants still used colours that are generally seen in nature. Natural colours such as green and blue were widely used, combined with bright colours such as yellow and red. Participants were also accustomed to using black *outlines* to emphasize the drawings' shapes, as in the examples of Figure 7.

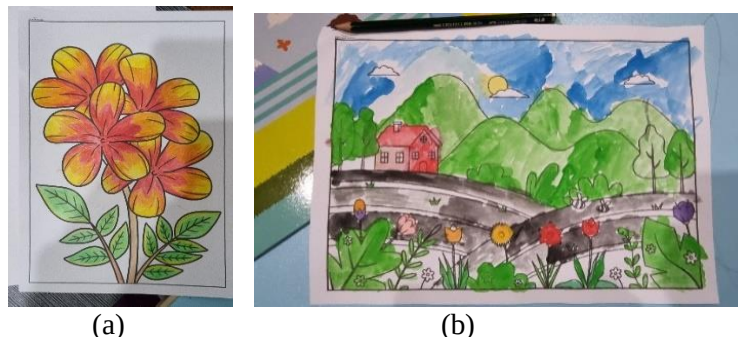


Figure 7 (a) Participant's colouring work with flower objects and (b) Participants' colouring works with natural scenery objects

The training activities produced overall good and satisfactory drawings. Although at the beginning of the activity, the participants were passive, with the instructors' approach during the training activities, the participants were able to carry out the activities actively and enthusiastically. Active and interactive communication was conducted between the participants and the instructors in the drawing process. As training participants, drawing media became a means of conveying to the children what should be done to maintain the environment. The instructor team conveyed children's participation in caring for plants and maintaining environmental quality by not littering while drawing. Through this interactive communication, participants understood their role in protecting the environment, starting from maintaining the cleanliness and kindness of their living environment. Figure 8 shows the training team with the trainees and the results of the drawing training.



Figure 8 Participants and instructors

CONCLUSION

From the environmental-themed drawing training results for children assisted by Pondok Yatim and Dhuafa Tomang, various environmental-themed drawings were produced using various colour tools. For the training participants, this activity resulted in the following benefits: (a) Participants have knowledge and insights about environmental

problems and their impact on the sustainability of life in it, as well as efforts that can be made to protect the environment starting from the smallest environment where they live, (b) Participants are familiar with various drawing tools and media, (c) Participants have drawing and colouring skills, (d) Participants can develop creativity and artistic sensitivity and courage in exploring and creating.

This training activity also received full support from the manager and supervisor of Pondok Yatim dan Dhuafa Tomang. The coach actively accompanied during the activity. The recommendation given to the coach as the cottage manager who interacts directly with the fostered children is to continue to carry out art activities with the tools and drawing media provided and can make drawing activities a fun learning activity.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

AUTHOR CONTRIBUTIONS STATEMENT

Conceptualization, E.F.J and C.J.R; methodology, E.F.J and C.J.R; formal analysis, E.F.J; L.N.K.I.; writing—preparation of the original draft, E.F.J and A.W; editing, E.F.J and A.S.H.

ACKNOWLEDGMENTS

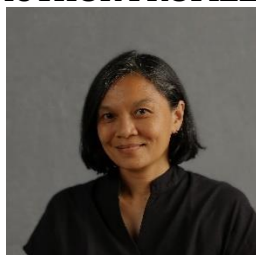
The authors gratefully acknowledge the support from the Tomang Orphanage and Dhuafa children and staff for facilitating the community service program and the Faculty of Art and Design, Universitas Trisakti, for the community service funds and supporting the publication of this article.

REFERENCES

- Hardiantoro, A., & Firdaus, F. (2023, August 12). 5 Facts about jakarta's air pollution problem. *Kompas.Com*. Retrieved from <https://www.kompas.com/tren/read/2023/08/12/113000165/5-fakta-permasalahan-polusi-udara-jakarta?page=all>
- Harjanty, R. (2019). Increasing creativity through drawing activities in 5-6 year old children. *JUPE: Journal of Mandala Education*, 4(5). <https://doi.org/10.36312/jupe.v4i5.1315>
- Jalil, J. (2023). Improving creativity through drawing and coloring activities for elementary school Students. *Journal of Education Publication*, 13(03), 196-200. <https://doi.org/https://doi.org/10.26858/publikan.v13i3.57533>
- Kartika, P. Y., Syafryadin, Pratama, M. I. L., & Hendra, H. (2023). Optimizing children's creativity through the use of drawing and coloring media programs. *HUIDU: Journal of Geoscience Community Service*, 2(1), 1-6. Retrieved from <https://doi.org/10.31314/huidu.v2i1.2310>
- Katingka, N. (2023). Building children's concern for the environment. *Kompas.Com*. Retrieved from <https://www.kompas.id/baca/humaniora/2023/07/21/membangun-kepedulian-anak-pada-lingkungan>
- Loita, A. (2017). Characteristics of early childhood drawing patterns. *Early Childhood: Journal of Education*, 1(1), 44-57. <https://doi.org/10.35568/earlychildhood.v1i1.52>
- Maharani, R. T., Harmunisa, Y. R., & Elviana, E. (2023). Making children's play area at PPT Mentari Kedurus Surabaya. *Bubungan Tinggi: Journal of Community Service*, 5(1), 620-628. <https://doi.org/10.20527/btjpm.v5i1.7604>
- Muhtarom, A. (2019). Participation action research in building children's education awareness in the urban transition village environment. *Dimas: Journal of Religious*

- Thought for Empowerment*, 18(2), 259-278. <https://doi.org/10.21580/dms.2018.182.3261>
- Nafi'ah, Q. N. (2021). Application of learning models based on learning styles for early childhood in the pandemic era. *Proceedings of Holistic Integrative Early Childhood Development Covid 19 Era*, 15-22. Gorontalo: Gorontalo State University.
- Prastawa, H. U., Buchori, A., Muslihatun, A., Azizah, A., Cahyani, D. P., Aziz, D. A., ... Mukaromah, M. (2024). The GEMMES project (gerakan memilah dan mengolah sampah) as an effort to form environmental awareness. *Bubungan Tinggi: Journal of Community Service*, 6(1), 70-80. <https://doi.org/10.20527/btjpm.v6i1.10172>
- Rahmat, A., & Mirnawati, M. (2020). Participation action research model in community empowerment. *Aksara: Journal of Non-formal Education Science*, 6(1), 62-71. <https://doi.org/10.37905/aksara.6.1.62-71.2020>
- Rochimah, S. N. (2018). Improving environmental care attitude using character-based pop up media for class ia students of sd muhammadiyah pepe. *Journal of Elementary School Teacher Education*, 26(7), 2.560-2.571.
- Sari, D. R. (2019). Introduction of color and gradation in early childhood to develop coloring ability. *Proceedings of The 4th Annual Conference on Islamic Early Childhood Education*, 4, 509-514. Yogyakarta: UIN Sunan Kalijaga.
- Syaadah, R., Ary, M. H. A., Silitonga, N., & Rangkuty, S. F. (2023). Formal Education, Non-Formal Education and Informal Education. *PEMA: Journal of Education and Community Service*, 2(2), 125-131. <https://doi.org/10.56832/pema.v2i2.298>
- Wardiningsih, S., Sujatini, S., & Dewi, E. P. (2019). Coloring Pictures as an effort to instill love for nature and the environment at an early age, at paud bahagia rw-02 paseban village. *Comunita Servizio Journal: Journal Related to Community Service Activities, Especially in the Fields of Technology, Entrepreneurship and Social Community*, 1(1), 37-49. <https://doi.org/10.33541/cs.v1i1.953>

AUTHOR PROFILES



Full name: Dr. Elda Franzia Jasjfi, M.Ds

Email: elda@trisakti.ac.id

Expertise: Lecturer in S1 Visual Communication Design, S2 Masters of Design, Faculty of Art and Design.

Affiliation: Universitas Trisakti.

Google Scholar:

<https://scholar.google.com/citations?user=3hAlWGkAAAAJ&hl=id&oi=ao>

Sinta: <https://sinta.kemdikbud.go.id/authors/profile/62782>

Orcid: <https://orcid.org/0000-0002-4618-4429>

Scopus: 59030853500



Full name: Dr. Cama Juli Rianingrum, M.Si

Email: cama.yuli@trisakti.ac.id

Expertise: Lecturer in S1 Interior Design, S2 Masters of Design, Faculty of Art and Design.

Affiliation: Universitas Trisakti.

Google Scholar:

<https://scholar.google.com/citations?user=ZBxFSLEAAAAJ&hl=id&oi=ao>

Sinta: <https://sinta.kemdikbud.go.id/authors/profile/5985126>

Orcid: <https://orcid.org/0009-0007-3287-0851>



Full name: Layla Nurina Kartika Iskandar, S.Ds, M.Ds
Email: laylanurina@trisakti.ac.id
Expertise: Lecturer in S1 Interior Design, Faculty of Art and Design.
Affiliation: Universitas Trisakti.
Google Scholar:
<https://scholar.google.com/citations?user=mpdmRtkAAAAJ&hl=id&oi=ao>
Sinta: <https://sinta.kemdikbud.go.id/authors/profile/6829844>



Full name: Amanda Wiana
Email: amandawiana@gmail.com
Affiliation: Universitas Trisakti



Full name: Ahmad Syarif Hidayatullah
Email: syarifhidayatullah778@gmail.com
Affiliation: Universitas Trisakti