

Influence of Painting on Cutting Boards in Terms of the Principles of Fine Arts at School Students

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Abstract:

School students often need to comprehend dimensions and spatial relationships in order to complete art and craft projects. They are learning to make sense of the physical environment, whether they are creating a collage or sketching a picture. Their cognitive and spatial abilities, which are essential for academic achievement, can be improved by this interaction with spatial aspects. Children learn how tiny parts fit together to form a whole when they work on mosaics and cutting board or collages. In addition to strengthening fine motor skills, this kind of problem-solving exercise young children must be patient and focused when participating in art and craft projects. Children must be taught to focus on their work and see it through to completion since these tasks need constant attention to detail. Additionally, finger dexterity is stimulated by tasks like sculpting with play dough or stringing beads. In order to correctly execute these exercises, numerous fingers must be coordinated, which gradually improves hand control. Another exercise that improves fine motor skills is cutting. Children are honing their hand-eye coordination as they cut paper with scissors. Accurately controlling their hand movements is facilitated by learning to cut along lines or shapes.

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Introduction:

Education is a methodical procedure created to accommodate each student's unique learning requirements and growth. Education as a system is made up of many elements, goals, and techniques meant to promote creativity, knowledge, and abilities. The 2013 Curriculum seeks to provide students with effective, creative, and innovative abilities in the context of Indonesian education. The three primary components of this curriculum-attitudes, knowledge, and skills-are intended to balance and improve hard and soft abilities.

Unity, balance, rhythm, emphasis, proportion, and harmony are the six essential principles that must be comprehended and utilized in the fine arts. These ideas are fundamental building blocks for producing high-quality, aesthetically pleasing, and harmonious works of art. Every principle offers artists direction on how to efficiently arrange visual components in their creations. However, it was discovered through interviews with professors of art and culture that the majority of students find it difficult to incorporate these ideas into their works. Students' observations showed that they typically use traditional, less interesting media, such

paper or canvas. Students are now less interested and creative as a result, which lowers their motivation to create original artwork. Thus, the purpose of this study is to investigate a novel concept by employing cutting boards as a substitute medium. It is anticipated that using this unusual media will spark students' curiosity and improve, drive and originality when producing art, especially when using fine arts techniques in painting projects.

Review of Related Literature:

Application, according to Lukman (in Army, 2022:1), is “practising or putting into use.” Application is the process of putting ideas, techniques, or concepts into practice in order to accomplish certain objectives that have been set by a group or an individual. Application in painting refers to the utilization of methods, ideas, or artistic principles in the production of visual works of art. This covers a number of topics, including media selection, coloring and drawing methods, visual composition, and the application of original concepts. It entails applying artistic expertise and abilities to create works of art that express the artist's vision.

By using a two-dimensional material, painting itself is a way for a person to express their aesthetic experience. Paintings convey particular ideas or feelings through the use of artistic elements including lines, colors, textures, forms, and other features. Ink, paint, clay, cement, and other materials that allow artists to create are among the many different types of media used in painting. Painting is “an expression of the artist's feelings conveyed to others so that they can experience what the artist feels,” according to Leo Tolstoy (in Sri, 2022:4).

A cutting board is frequently used as a painting medium or auxiliary instrument in the fine arts. A cutting board, as defined by the Indonesian Dictionary, is “a base for cutting, chopping, and similar tasks, typically made of wooden boards.” Cutting boards have a variety of purposes in the fine arts, although they are typically employed in kitchens for food preparation. Often called painting boards, cutting boards are used for painting and can be composed of a variety of materials, including wood, plastic, and other flat surfaces. Painting using cutting boards gives artists more comfort and freedom when creating art. Additionally, cutting boards allow artists to express their creativity and create one-of-a-kind, appealing pieces.

Objectives of the Study:

- ❖ Understanding spatial awareness is necessary for creating art and craft projects, which improves cognitive and spatial abilities.
- ❖ Additionally, they assist kids in developing the important skill of delayed gratification, which will help them create and accomplish objectives in the future.

Educational Implications:

Children can develop their creative thinking and problem-solving skills through art and craft projects. They have to come up with inventive solutions when they run into problems, like a piece in a craft project not fitting as planned. In addition to improving their cognitive growth, this problem-solving process fosters their capacity for original thought. Children develop flexibility and adaptability in their thinking when they discover that there are frequently multiple approaches to an issue. By experimenting with various methods and materials, they hone their creative problem-solving skills and enhance their fine motor skills.

Children can express themselves via art, which encourages imagination and creativity, two qualities that are essential for cognitive and emotional growth. Art and self-expression go hand in hand. It enables kids to

express their ideas, feelings, and experiences in a concrete and visible manner. Children can express their inner worlds and personal stories via art and craft projects. Making art stimulates the imagination and promotes emotional expression. Children become more self-aware and confident in their skills when they are allowed to express themselves artistically. Since children create their thoughts and feelings with their hands, this facet of self-expression is directly related to fine motor skills.

Methodology of the Study:

A qualitative descriptive method was used in the study on Talena Painting among Deoghar District students in Grade XI. The goal of qualitative research is to describe or explain specific phenomena—like circumstances, elements, interactions between them, new viewpoints, or the effects that result—in their unaltered state, free from special treatment or manipulation. This method is intended to provide comprehensive data so that precise inferences can be made. According to Moleong (2017:6), “qualitative research is a study intended to understand phenomena experienced by research subjects, such as behaviours, perceptions, motivations, actions, and others, holistically and described in natural words.” Thus, the goal of this study is to comprehend the artistic process and results of student-made Talena paintings.

Three primary methods were used to acquire the data: documentation, practice, and observation. The researcher used the practice technique to watch the students’ steps from start to finish while they created Talena paintings. As part of the observation technique, students’ activities, interactions, and behaviours during the exercise were noted. In the meantime, information was gathered in the form using the documentation technique, photos, videos, or students’ artworks as visual evidence to support the study. This study’s data analysis was carried out methodically, beginning even before the researcher set foot in the field. Data reduction, which included condensing and choosing pertinent data, presenting the data in descriptive narratives or graphics, and deriving conclusions from patterns, themes, or occurrences discovered throughout the research, were all steps in the analysis process. This method seeks to uncover the significance of the talenan artworks that students created while also gaining a thorough grasp of their creative processes.

Result And Discussion:

Based on the student scores acquired from three assessors, the study’s findings are presented. Thirty paintings featuring rose flowers as the subject matter were created by SMA Dharma Pancasila Grade XI students for the study. Every research activity was carried out using an offline (in-person) learning method between July and September of 2024. Unity, balance, rhythm, emphasis, proportion, and harmony are the six principles of art that were used to evaluate the student works. The harmony between the artwork’s components, which come together to produce a unified whole, is reflected in the notion of unity. The even distribution of visual components within an artwork is referred to as balance. Three primary methods were used to acquire the data: documentation, practice, and observation. The researcher used the practice technique to watch the students’ steps from start to finish while they created Talenan paintings. As part of the observation technique, students’ activities, interactions, and behaviours during the exercise were noted. In the meantime, information was gathered using the documentation technique in the form of images, films, or student artwork as visual proof to back up the research. This study’s data analysis was carried out methodically, beginning even before the researcher set foot in the field. Data reduction, which included condensing and choosing pertinent data, presenting the data in descriptive narratives or graphics, and deriving conclusions from patterns, themes, or occurrences discovered throughout the research, were all steps in the analysis process. This method seeks to uncover the significance of the talenan artworks that students created while also gaining a thorough grasp of their creative processes.

Conclusion:

The development of gross motor abilities—which include movements of bigger muscle groups and are linked to activities like running, jumping, crawling, and climbing—lays the groundwork for fine motor skills. From the standpoint of arts and crafts, this would be demonstrated by children using chalk to draw on patios, walls, and pavements; making marks vertically, such as when drawing or painting at a standing easel; using rollers on a large surface, which requires them to reach up and across; or even building junk-model sculptures and towers, which require them to lift, stack, adjust, and assemble. All of these exercises are very beneficial for improving hand-eye coordination and midline crossing. The capacity to move the hands while being guided by the eyes is known as hand-eye coordination, and the imaginary line that runs vertically down the middle of the body is called the midline. Despite their apparent differences, gross and fine motor skills are closely related to one another throughout a child's development. The fundamental strength, balance, and coordination required for the development of fine motor skills are provided by the development of gross motor skills. Children's capacity to acquire fine motor abilities more successfully is supported by this growth in gross motor skills.

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