

Character Education Through Frottage Art Activities: A Case Study at Permata Nusantara Kindergarten

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Abstract

This study aims to analyze the implementation of character education through art activities using the rubbing (frottage) technique among early childhood learners at Permata Nusantara Kindergarten, Tapos District, Depok City. The study employed a descriptive qualitative approach with a case study design. Data were collected through observations of art learning activities, interviews with the school principal and teachers, and documentation of learning activities and children's artworks. The data were analyzed through the stages of data condensation, data display, and conclusion drawing, while the credibility of the findings was strengthened through source and technique triangulation. The findings show that character education was reflected in a number of observable behaviors throughout the learning process, beginning with the preparation of tools and materials, teacher demonstrations, tracing and rubbing activities, shared use of materials, completion of artworks, and classroom clean-up activities. Discipline was evident when children listened to instructions and followed the sequence of activities; responsibility and independence were demonstrated when children used, returned, and reorganized art materials; patience and carefulness emerged during the rubbing process; cooperation was observed when children took turns using shared materials; and self-confidence was shown when children presented their artworks to teachers and peers. In addition, frottage activities provided opportunities for children to explore colors, shapes, textures, and ideas through artistic expression. These findings indicate that frottage can be utilized as an enjoyable alternative art-learning activity that integrates creative experiences with the habituation of positive character behaviors in early childhood.

Keywords: character education, *frottage* technique, visual arts, creativity, early childhood.



Introduction

Early Childhood Education (ECE) plays a highly strategic role as the initial foundation for shaping children's character values and personality while optimizing various aspects of their development. Early childhood education institutions are expected to prioritize the development of strong character values in order to create a generation that is capable and well-regarded in society (Kasmiati, 2025). Children's development should be nurtured from an early age through care and education provided by parents and teachers at school. From birth, children enter the *golden age*, which is the period of the most rapid growth and development according to their developmental stages. The aspects of child development that can be fostered include cognitive, affective, social-emotional, language, physical-motor, and artistic development (Rijkiyani et al., 2022). Research has shown that children's ability to receive various experiences and stimuli from their environment is highly important, as the experiences gained during this stage can influence their development and personality formation in subsequent stages (Dayanti et al., 2026).

In the context of early childhood education implementation, learning activities should not be directed solely toward academic achievement but also toward character formation and the cultivation of moral and religious values that are essential for children's development. This is important because moral-religious development and character formation aim to develop and habituate positive behavior in accordance with religious and moral norms. Therefore, children should be introduced from an early age to positive behavioral practices within the family, school, and community environments (Suryadiputra, 2026). Based on the Standards for the Achievement of Child Development (STPPA) in the 2013 Curriculum, children's development encompasses various aspects that should be stimulated in a balanced and integrated manner. Therefore, character education needs to be introduced from an early age through concrete, enjoyable learning activities that are appropriate to children's developmental characteristics. Character values such as independence, discipline, responsibility, honesty, cooperation, caring, patience, and self-confidence need to be instilled through real-life experiences so that children not only understand these values conceptually but also become accustomed to applying them in their daily lives.

In this regard, character education values have become one of the most important foundations in implementing education for children from an early age. However, their implementation in creative art activities in early childhood education has not yet been fully and optimally integrated. Creative art activities for young children are still often perceived primarily as activities for developing fine motor skills, creativity, and aesthetically valuable artworks. Substantively, the process of creating art has a broader and more significant role as an enjoyable learning experience through which character values can be instilled through real-life activities (Primawati, 2023). Enjoyable activities enable children to learn character values by following rules, completing tasks, using tools and materials responsibly, working independently, and appreciating both their own creative processes and artworks as well as those of others.

One of the common problems occurring in children's creative art activities is their lack of self-confidence when displaying their artwork, inconsistency in taking responsibility for organizing and putting away art tools and materials, as well as their tendency to work hastily and their lack of independence when engaging in art activities. These issues also reflect character values that have not yet been fully internalized by children, highlighting the important roles of parents and teachers in supporting character development (Yulianti, 2014). In addition, during the art learning process, many teachers lack

innovation in developing new and enjoyable art activities for children. As a result, learning activities become less effective, and children tend to become easily bored during the learning process (Mayar et al., 2022). Therefore, the learning environment and activities need to be renewed and improved to create more innovative learning experiences.

One innovative and enjoyable activity that can be developed for children is an art activity using the rubbing or frottage technique. This technique is part of visual art activities in which a template or image is placed on a sheet of white HVS paper, after which children trace the image using crayons or markers. Once the template has been traced according to the contours of the image, children rub the outer part of the template marked with crayon using their fingers. This activity can enhance children's fine motor development while also training sensitivity, independence, accuracy, patience, responsibility, and discipline. The activity requires coordination between the eyes and hands, as well as emotional regulation, so that the resulting artwork can appear aesthetically pleasing.

In the context of character value education, art activities using the rubbing or frottage technique offer advantages in integrating artistic experiences with the development of positive character values in children. Character values that can be integrated through this activity include responsibility, cooperation, independence, emotional sensitivity, creativity, concentration, empathy toward others, and accuracy. According to previous research, visual art creativity can contribute to the development of children's character values from an early age, including through habituation of independence, accuracy, responsibility, and self-confidence when children participate in learning activities (Kurniawan et al., 2025). Therefore, visual art creativity can serve as an important foundation for developing character values that can be cultivated in children from an early age.

Previous studies examining character education through visual art learning have been widely conducted by researchers. One study reported that children's character formation from an early age can be developed through enjoyable painting activities. The character values cultivated include independence, patience, emotional sensitivity, accuracy, and responsibility (Suda, 2018). Research presented at a national seminar organized by the Jakarta Institute of the Arts also reported similar findings, indicating that art education not only develops children's interests and talents but also serves as a means of habituating and cultivating character values from an early age. The findings revealed that art education, particularly visual art, is not merely concerned with producing artworks or objects. Rather, its implementation involves the development of emotional sensitivity, cognitive processes, and experiential learning (Wizari, 2022). These findings demonstrate that research on the implementation of visual art activities is important and has significant potential for optimizing the cultivation of character education values in early childhood.

Based on the previous studies described above, there is a research gap concerning the implementation of engaging activities for children, particularly art activities using the frottage technique. Previous research has demonstrated that painting activities can be implemented to develop positive character values in children. Other studies have shown that various forms of visual art, including two-dimensional and three-dimensional art, can be integrated into the cultivation of children's character values. However, these studies have not yet specifically examined the implementation of character education through rubbing or frottage art activities in early childhood learning. Therefore, this study argues that it can contribute to teachers and parents by providing an engaging medium or activity, such as the frottage technique, to integrate the development of creativity, fine motor skills, experimentation, and character values in children.

Previous studies have shown that painting activities and other forms of visual arts can serve as effective means of fostering positive character behaviors in early childhood (Suda, 2018). Identified the development of independence, patience, emotional sensitivity, carefulness, and responsibility through painting activities, emphasized that art education also involves emotional experiences, cognitive processes, and experiential learning (Wizari, 2022). However, these studies have generally examined painting or visual arts within a relatively broad scope. Limited attention has been given to how each stage of rubbing (frottage) activities may specifically provide opportunities for observable character behaviors to emerge in early childhood learning. This gap in the literature forms the focus of the present study.

The novelty of this study lies in its focused examination of character education across the sequential stages of frottage art activities in an early childhood classroom. Rather than viewing visual art merely as a medium for developing creativity and fine motor skills, this study analyzes how specific stages including the preparation of tools and materials, teacher demonstrations, tracing and rubbing processes, shared use of materials, completion of artworks, and classroom clean-up are associated with the emergence of observable character behaviors. From this perspective, frottage is understood not simply as an art-making activity that produces a visual product, but as a learning process that creates opportunities for children to demonstrate discipline, responsibility, independence, patience, carefulness, cooperation, and self-confidence during classroom activities.

The study was conducted at Permata Nusantara Kindergarten, located in Tapos District, Depok City. It aims to describe and analyze the implementation of art activities using the rubbing (frottage) technique while identifying the character-related behaviors that emerge throughout the learning process. Particular attention is given to the stages of preparation, teacher demonstration, children's creative process, completion of artworks, and evaluation, including the ways in which teachers foster character habituation at each stage of the activity. The findings are expected to provide practical insights for early childhood educators in integrating creative art experiences with character education in classroom learning.

Research Method

This study employed a descriptive qualitative approach with a case study design to examine the implementation of character education through art activities using the rubbing (frottage) technique in early childhood. The research was conducted at Permata Nusantara Kindergarten, Tapos District, Depok City, West Java. The site was selected because character education is integrated into the institution's learning activities, providing an authentic setting in which the researcher could directly observe the emergence of character-related behaviors during visual arts learning.

The study involved 22 children from Class B, aged 5–6 years. The research informants consisted of one classroom teacher, one teaching assistant, and the school principal. The children were included as participants because they were directly engaged in the tracing and rubbing activities. Meanwhile, the classroom teacher and teaching assistant provided information regarding lesson planning, the implementation process, evaluation, and the children's responses throughout the activities. The school principal was also involved as an additional informant to support source triangulation and strengthen the credibility of the data.

Data were collected using three techniques: direct observation, semi-structured interviews, and documentation. Through direct observation, the researcher recorded the sequence of frottage activities, teacher instructions and guidance, the children's use of tools and materials, peer interactions, task

completion, classroom clean-up activities, and behaviors related to character education. Semi-structured interviews with the classroom teacher and teaching assistant focused on lesson planning, implementation, evaluation, challenges encountered during the activities, and character-related behaviors observed in the children. An interview with the school principal was conducted to confirm the implementation of character education practices within the institution. Documentation included records of learning activities, children's artworks, and assessment documents used by the teachers, such as anecdotal records and developmental checklists.

Observations were conducted over a three-month research period, from May to July 2026, during the second semester of the 2025/2026 academic year. Approximately 48 observation sessions were carried out, with each session lasting about one hour and taking place from Monday to Thursday. All observations were conducted in Class B. The analysis of observation and interview data was guided by the child development standards adopted by the school, including the Standards for the Achievement of Child Development (Standar Tingkat Pencapaian Perkembangan Anak/STPPA) within the 2013 Curriculum.

The credibility of the data was ensured through source and technique triangulation by cross-checking information obtained from observations, interviews, and documentation. Data analysis followed the framework proposed by Miles and Huberman, which includes data condensation, data display, and conclusion drawing. During the data condensation stage, field notes and interview transcripts were reviewed repeatedly to identify recurring behavioral patterns that emerged throughout the learning activities. Observable behaviors, such as paying attention to instructions, following the sequence of activities, using and returning materials appropriately, sharing tools with peers, completing tasks carefully, reorganizing the learning area, and presenting completed artworks, were grouped according to their similarities in meaning. These behavioral patterns were subsequently classified into several character values, including discipline, responsibility, independence, patience and carefulness, cooperation, and self-confidence. The categorized data were then presented in narrative descriptions and tables to demonstrate the relationship between character values, observable behaviors, and supporting evidence. The consistency of each finding was further examined by comparing data across observations, interviews, and documentation. Conclusions were drawn from behavioral patterns that appeared consistently and were supported by more than one source of data.

Results and Discussion

Implementation of Tracing Art Activities Using the Rubbing (Frottage) Technique

Observations conducted at Permata Nusantara Kindergarten showed that tracing activities using the rubbing (frottage) technique formed part of the visual arts learning process in the classroom. The activities were implemented based on the Daily Learning Implementation Plan (RPPH) prepared by the teacher prior to the lesson. This structured sequence of learning activities provided a systematic context for observing children's engagement, use of learning materials, peer interactions, and the process of completing their artworks. During the observed sessions, the rubbing technique was incorporated as the core learning activity. Children were directly involved in the process, while the teacher provided guidance through a series of gradual and sequential steps. The observations focused not only on the final artworks but also on the children's responses to instructions, the way they shared and used tools and materials, their participation during the rubbing process, and their ability to complete the entire sequence of activities.

The learning process began with an opening activity, a collective prayer, an apperception session, and an explanation of the learning objectives in accordance with the selected theme. Before entering the core activity, the teacher presented a story or narrative containing character-related messages. This initial stage was intended to prepare children to listen attentively, participate actively, cooperate with peers, demonstrate courage, take responsibility, and engage more independently before carrying out the frottage activity. Figure 1 presents the literacy activity conducted prior to the main art activity.



Figure 1. Teacher Providing Literacy Activities in the Classroom

Demonstration Stage

At this stage, the teacher explains the activity carefully and systematically to the children by using the tools and materials that have been prepared. The steps of the rubbing art learning process are carried out through a demonstration in which the teacher shows the children how to position the template on the prepared HVS paper. The teacher demonstrates how to place the image template, apply colors, and trace the designated materials correctly and properly. This process is conducted gradually so that the children can easily understand and follow each step. The teacher provides a clear and concrete demonstration in front of the classroom by showing the children the stages they will go through during the learning process. During the demonstration stage, the teacher provides an example of how to perform the color-rubbing technique properly. The correct technique involves rubbing in one direction, slowly and carefully, while following the contours of the printed image template. The following figure illustrates the teacher directly demonstrating the activity to the children so that they can understand and follow the teacher's instructions.



Figure 2. Teacher Providing Guidance and Assistance During the Art Activity

The Art Activity Process Stage

During the art activity process, the teacher provided direct, step-by-step guidance and practice to the children. At this stage, the children began experimenting by engaging directly in art learning activities

through a small-group learning design in the classroom. The children experimented by tracing images according to the predetermined theme. Each child received an image template and a sheet of HVS paper. Crayons were used collectively to foster the development of character education values among the children.

During the art activity process stage, the children were trained to trace the images properly. Through this stage, the children were directly encouraged from an early age to focus on developing eye-hand coordination by concentrating on specific points or areas during the learning process. This process was intended to train eye-hand coordination and fine motor skills so that they could develop optimally. Through this activity, children's creativity could also be developed in a structured manner according to the developmental aspects that had been achieved.

During this core activity stage, the children were also trained to develop accuracy and carefulness in completing their work. The learning process involving the frottage or rubbing technique required careful attention in its implementation. During the learning process, the teacher provided structured guidance and individualized assistance to each child. The stages that the children had to follow began with selecting an image template, tracing or copying the image using a pencil, coloring, and finally applying the rubbing or frottage technique through gentle strokes along the outer edges of the image. These activities were carried out carefully through proper coordination of hand and eye movements and the application of appropriate techniques so that the resulting artwork could demonstrate unique aesthetic qualities.



Figure 3. Teacher Guiding Children Through the Stages of Creating Artwork

Implementation of Character Education Through Rubbing Art Activities

Observations conducted during the frottage learning activities identified several character-related behaviors that emerged at specific stages of the lesson. Discipline was demonstrated when children listened attentively to the teacher's instructions and followed the sequence of activities. Responsibility was reflected in the careful use of learning materials and in the children's participation in returning them after use. Independence became apparent as children completed parts of the activity and reorganized the learning area with progressively less assistance. Cooperation was observed when art materials were shared with peers. Patience and carefulness were particularly evident during the rubbing process, which required children to work slowly and follow the contours of the pattern. Self-confidence was shown when children presented and explained their completed artworks to the teacher and classmates. These observable behaviors served as the basis for categorizing the character values examined in the study.



Figure 4. Character Education Values in the Learning Process

Responsibility was evident when children handled tools and materials carefully, willingly shared them with peers, took turns returning the materials after use, and participated in tidying the learning area. Independence was more clearly demonstrated when children cleaned and organized their tables without direct assistance from the teacher. These actions provided empirical evidence supporting the interpretation of responsibility and independence as character-related behaviors that emerged during the learning process.

Patience and carefulness were particularly apparent during the completion stage, when children rubbed the edges of the crayon-colored patterns using slow and controlled movements to produce clear and neat results. However, not all children demonstrated the same level of ability, and some still required gradual guidance from the teacher. Self-confidence was observed when children enthusiastically presented their completed artworks to the teacher and classmates, while cooperation was reflected in the shared and turn-taking use of crayons. These findings indicate that character education was identified through observable actions during the learning process rather than merely inferred from the objectives stated in the lesson plan.

Table 1. Character Values, Observable Behaviors, and Supporting Evidence

Character Value	Observable Behavior	Supporting Evidence
Discipline	Children listen to the teacher's instructions and follow the sequence of activities.	Observation during the demonstration and core activity stages.
Responsibility	Children use materials carefully, take turns returning tools, and participate in tidying up the materials after use.	Observation of tool use and classroom clean-up activities.
Independence	Children complete parts of the activity and clean or organize the learning area with progressively less assistance.	Observation during the completion and clean-up stages.
Patience and Carefulness	Children rub the crayon marks slowly and carefully along the contours of the image so that the resulting pattern appears clear and neat.	Observation during the rubbing stage.
Cooperation	Children share crayons and take turns using art materials with their peers.	Observation of peer interactions during the activity.
Self-confidence	Children present and share their completed artworks with the teacher and classmates.	Observation during the artwork completion and presentation stage.

Children's Creativity in Rubbing Art Activities Using the Frottage Technique

The observed art activities provided children with opportunities to explore various shapes, colors, textures, and imaginative ideas. During the rubbing process, each child produced distinct visual patterns and selected different color combinations. These observations suggest that frottage can serve as a medium for artistic exploration and self-expression while simultaneously providing opportunities for the emergence of the character-related behaviors described previously. The children's artworks demonstrated a variety of color compositions and visual forms. They followed the contours of their selected patterns and, after completing the main rubbing process, some children added color gradations or additional visual elements based on their own imagination. Examples of the children's artworks produced during the activity are presented in Figure 5.



Figure 5. Children's Creative Artwork Using the Frottage Technique

Evaluation of Children's Creative Art Activities Using the Frottage Technique

Evaluation constituted an integral component of the observed learning process. Based on interviews with the classroom teacher and teaching assistant, assessment was not limited to the final artworks but was also used to monitor children's engagement, fine motor involvement, creativity, and character-related behaviors throughout the activity. Variations in children's levels of enthusiasm and independence made teacher observation an important element in evaluating the learning process. The classroom teacher explained that some children were not yet able to complete all stages independently and therefore continued to require guidance and assistance. Another challenge occurred when children applied either excessive or insufficient pressure while rubbing the crayons, resulting in textures that were less visible. Evaluation was conducted through anecdotal records, developmental checklists, and reviews of the children's artworks. These sources provided formative information regarding children's participation, level of understanding, and individual development during the activity.

Discussion

Implementation of Art Learning Through the Rubbing (Frottage) Technique in Early Childhood

The findings indicate that the educational value of frottage lies not only in the artistic products created by the children but also in the sequential learning process they experience. The activity requires children to observe the teacher's demonstration, follow instructions, manage materials, remain engaged throughout the rubbing process, and complete their artworks. This supports the view that art learning in early childhood can provide a holistic educational experience by integrating artistic creativity, emotional engagement, social interaction, and fine motor development. This perspective is consistent with previous

literature that positions visual arts activities as a medium for children's exploration and creative expression (Puji Yosep Subagiyo, 2017,. Insani et al., 2023).

Another important finding concerns the teacher's role in creating a learning environment where artistic exploration and character habituation can occur simultaneously. As a facilitator, the teacher prepared the necessary materials, including HVS paper, crayons, markers, and image templates. As a guide, the teacher demonstrated the stages of the activity and provided support whenever the children encountered difficulties. This finding is consistent (Rukoyah et al., 2025). Who emphasize the teacher's role in providing resources and opportunities for exploration, as well as, who highlight the educator's role in supporting children's character development. The contribution of the present study lies in demonstrating that these roles can be identified concretely at specific stages of frottage activities, rather than merely being understood as general classroom functions of the teacher (Putri et al., 2025).

The data also revealed variations in the level of assistance required by individual children. Some children were able to continue the activities with a greater degree of independence, while others still needed repeated guidance during the tracing and rubbing stages. This variation is important to consider because independence, patience, and responsibility should not be interpreted as outcomes that emerge uniformly across all children. Frottage activities are more appropriately understood as a context in which these behaviors can be practiced and observed, while teachers adjust the type and level of support according to each child's developmental needs.

Frottage activities also provide children with opportunities to develop exploration and imagination through color selection, the use of image patterns, and, on certain occasions, the incorporation of natural materials. This finding is consistent with the view that artistic creativity develops when children are given opportunities to imagine and explore (Murwati, Sri; Hartono; Lestari, 2026). In the context of this study, the distinctive feature of frottage lies in the combination of a structured procedure and freedom in making visual choices: although the children follow relatively similar steps, they produce different color combinations and visual outcomes.

Compared with previous studies that examined painting activities or visual arts learning more broadly (Suda, 2018; Wizari, 2022), the present study focuses specifically on opportunities for character habituation embedded within the sequential stages of frottage activities. The findings are not intended to suggest that frottage automatically produces particular character traits. Rather, the study demonstrates that these activities provide authentic situations in which children can be observed learning to follow instructions, share materials, complete tasks carefully, tidy up learning resources, and present their finished artworks. This distinction is important to ensure that the interpretation of the findings remains consistent with the nature of a qualitative case study.

Implementation of Character Education Through Art Activities Using the Rubbing (Frottage) Technique in Early Childhood

Thomas Lickona's framework conceptualizes character education through three dimensions: Moral Knowing, Moral Feeling, and Moral Action. These dimensions represent the cognitive, affective, and behavioral aspects of moral development and are therefore not regarded as three separate character values. In this study, the three dimensions serve as an interpretive framework for explaining the relationship between observable behaviors during frottage activities and the process of character education (Thomas Lickona, 1991).

The Moral Knowing dimension was reflected when children listened attentively to the teacher's explanations and demonstrations, understood the sequence of activities, and recognized the rules for using tools and materials. This finding is consistent, who emphasize structured explanations and teacher modeling as important components in developing children's moral understanding. In frottage activities, knowledge of rules and procedures serves as a cognitive foundation that enables children to participate appropriately in the subsequent stages of the learning process (Sirait & Balqis, 2026).

The Moral Feeling dimension was evident in the children's affective responses during the activities, including feelings of enjoyment, confidence in presenting their own artworks, willingness to share materials, and appreciation for their peers' participation and creative work. This finding is consistent with the view that moral feeling involves self-control, positive social relationships, and affective engagement with others (Ma'ani & Purnamanita, 2026). In this study, the affective dimension was interpreted through concrete classroom interactions, allowing it to be understood as observable experience rather than as an abstract concept of character.

Meanwhile, Moral Action was evident when children translated their understanding of rules and positive attitudes into concrete behaviors. The children followed the sequence of activities, used and returned materials appropriately, shared tools with peers, completed their tasks, and reorganized the learning area after the activity. These behaviors were associated with responsibility, discipline, cooperation, and independence, and are consistent with previous research linking Moral Action within Lickona's framework to the development of responsibility and discipline in children (Fdhilah et al., 2026). The relationship between Lickona's three dimensions and the behaviors observed in this study is summarized in Table 2.

Table 2. Lickona's Dimensions of Character Education and Observed Behaviors

Lickona's Dimension	Meaning in This Study	Observed Examples
Moral Knowing	Understanding rules, instructions, and the sequence of activities.	Listening to explanations and demonstrations and recognizing the procedures for using tools and materials.
Moral Feeling	Positive affective engagement with oneself and others during the activity.	Showing enjoyment, demonstrating confidence when presenting artworks, being willing to share materials, and appreciating peers.
Moral Action	Translating an understanding of rules and positive attitudes into observable actions.	Following the sequence of activities, sharing and returning tools, completing tasks, and tidying up the learning area.

Evaluation of Early Childhood Creative Art Learning

Evaluation plays an important role in early childhood learning, including creative art activities using the rubbing (frottage) technique. In this study, the discussion of evaluation was based on assessment practices that were actually reported and observed in the classroom, rather than on the application of a separate program evaluation model. Teachers used observations, anecdotal records, developmental checklists, and children's artworks to document participation, learning processes, and individual development (Asri & Meliana, 2022 ; Sukardi & Handayani, 2022).

The use of multiple assessment sources enables teachers to obtain a more comprehensive understanding of both the learning process and the outcomes of the activity. Anecdotal records and developmental checklists are used to document children's behaviors and developmental progress during

learning, while their artworks provide information about task completion and individual creative choices. This practice is consistent with previous research indicating that various early childhood assessment instruments can support teachers in documenting children's understanding and development throughout the learning process (Latifuzzahroh et al., 2026).

The findings also highlight the importance of teachers' formative judgment throughout the learning process. The level of assistance required varied among children, while differences in the amount of pressure applied during the rubbing process also affected the clarity of the resulting textures. Accordingly, evaluation can be used to identify individual learning needs and determine which parts of the activity still require further guidance. The completed artworks may subsequently be incorporated into children's portfolios and communicated to parents or guardians, in line with the role of portfolio assessment in documenting learning products and children's developmental progress (Khotimah & Hajar, 2025).

Overall, the evaluation practices identified in this study were directly connected to the learning process. Teachers observed children's engagement, documented relevant behaviors, reviewed completed artworks, and subsequently used this information as a basis for providing guidance in future learning activities. This interpretation maintains consistency between the discussion, the qualitative case study approach, and the assessment practices actually reported by the informants.

Conclusion

Based on the findings, character education was integrated into frottage art learning at Permata Nusantara Kindergarten through a range of observable behaviors that emerged at different stages of the activity. Discipline was reflected in the children's ability to listen to instructions and follow the sequence of activities. Responsibility and independence were evident when children used, returned, and organized art materials. Patience and carefulness were particularly visible during the rubbing stage, cooperation emerged when tools and materials were shared, and self-confidence was demonstrated when children showed their completed artworks to the teacher and peers.

Frottage activities also provided opportunities for children to explore colors, shapes, textures, and visual ideas through a structured sequence of learning experiences. These findings suggest that frottage can serve as an alternative art-learning activity that combines creative experiences with opportunities to practice and observe positive character-related behaviors. Given that this study employed a descriptive qualitative case study design, the findings should be interpreted as a contextual description of the learning process rather than as evidence of causal relationships or effects that can be universally generalized.

Teacher guidance remained essential because children differed in their ability to trace patterns, regulate pressure during the rubbing process, and complete the activities independently. Therefore, the implementation of frottage activities should be adjusted to the characteristics and developmental needs of individual children. Observations, anecdotal records, developmental checklists, and children's artworks can be used to document the learning process and provide formative information to inform subsequent learning activities.

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