

Increasing Creativity Through Clay (Action Research Children B In TK ISLAM Baitussalam)

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Abstract: The purpose of this research is to describe how the process of applying clay play and to know the increase of creativity of child group in kindergarten Islam Baitussalam. This study was conducted on group B children, amounting to 18 children. This research is action research with Kemmis and Taggart method which consist of 4 stages namely (plan, action, observation and reflection). This study consists of 2 cycles of each cycle of 8 meetings. Data collection techniques use observation, field notes, and documentation. Data analysis using quantitative and qualitative. Quantitative data analysis is done with statistical descriptions to compare pre cycle to cycle II. The stages of qualitative analysis are data reduction, data display and verification. The results showed that there was an increase of creativity through play with score on pre cycle 33,3 increasing to 50,43 in cycle I, and had an increase of 61,08 in cycle II with very good developing category.

Keywords: Creativity, Clay, Action Research

Introduction

Aboy early age asa **kindergartner** blessed with high curiosity. Our job as parents is to direct their curiosity in the right direction. There are many ways we can do to guide them in satisfying their curiosity, one of them by making the child a creative person. With creativity children can expose their ideas, explore and create new works.

According to Fazylova and Rusol in his article entitled "*Development of Creativity in Schoolchildren through Art*" stated that early childhood creativity can develop through art. The study also states that there is a relationship between art and the development of early childhood creativity. So that art learning needs to be done early on so that children have creativity. Cheung's research result entitled "*Designing movement activities to develop childrens' creativity in early childhood education*" states that the activities of creative movement can develop children's creativity. This happens because the more children move actively, the child's brain will develop well so that children will enjoy learning and exploring, imagining and finding new ideas to produce a work.^[1]

Furthermore Kiewra and Veselack in his research titled "*Playing with nature: Supporting Preschoolers' creativity in natural outdoors classroom*" stated that playing in nature can develop children's creativity. this happens because when the child is playing in nature, the child feels free to explore and discover new things so as to sharpen the child's brain to think actively and creatively. The interaction of children together with their friends also stimulates the child to think creatively.^[2]

From the relevant research results described above we can see that creativity can be developed and enhanced through art, through inquiry-based learning, playing in nature, through learning science and math as well as through creative activity movements that will spur children to think creative and produces brilliant ideas so that children have the potential to produce works / products. In this study the authors chose to increase the creativity of children through playing *clay/* plastisin, where children will be stimulated to form various works through *clay/* plastisin.

If we talk about creativity in early childhood, then creativity is closely related to high-order thinking, early childhood who has been able to create a product can be said to have had the ability to think high level. Creating a product is a dimension of creativity that must exist within a person. This is as revealed by Wang and Wang in Tanujaya there are three main components of high-level thinking, namely critical thinking skills, design thinking skills, and system thinking skills, while Miri states that high-level thinking consists of three components, namely critical thinking skills, system of atic thinking ability, and creative thinking ability. Furthermore, according to Yee Mey Hong thinks the high level consists of critical and creative thinking skills so that there are two important things high-level thinking indicator that is critical thinking and creative thinking. Of

the high-level thinking components that experts have described, it can be said that those components are part of creativity and creativity needs to be stimulated from an early age.

Based on the fact in the field in the children group B TK Islam Baitussalam Pondok Kelapa with the number of 18 children. The child has not been able to express ideas as much as 85%. Children have not been able to think creatively as much as 78% and children have not been able to produce works / products as much as 88%. So in this study the authors want to increase creativity through clay play in children group B TK Islam Baitussalam Pondok Kelapa. The authors hope that children's creativity can be improved through play clay.

According to Gardner "*Creativity as the ability to solve problems and fashion products and to raise new questions*. The above statement can be interpreted that Creativity is the ability to solve problems, innovate products and can ask new questions or ideas.^[3]

According to Angela Eckhoff, "*Creativity is the ability to think in original ways, related to imagination, the ability to produce something unique, original, a means to express yourself, the ability to create something original out of nothing, do not know / left blank, the ability to come up with new solutions and ideas to solve difficult problems.*"^[4] The

Statement can mean that creativity is the ability to think in a creative way, related to the imagination, the ability to produce something unique, original, and the means to express oneself, the ability to create something original rather than nothing, not knowing / still empty, ability to come up with new solutions and ideas to solve difficult problems

Moreover Caroline states that "*creativity is process involves a number of components of most commonly imagination, originality. Productivity and problem solving and the ability to produce an outcome of value and worth.*"^[5] The above statement can be interpreted that creativity is a process that involves imagination, authenticity, produce products and solve problems in everyday life.

Rosca states that "*Creativity as the ability or the capacity to produce something new and valuable.*"^[6] The above statement can be interpreted that creativity is the ability or capacity to produce something new.

Furthermore Baker "*Creativity is then using that imagination to solve problems- call it, applied imagination.*"^[7] This statement can be interpreted that creativity is the ability to use imagination to solve problems that are applied with the imagination of thinking by the child. Based on the above understanding can be concluded that creativity is the ability of children to think creatively so that it can generate new ideas, produce work, and can solve problems related to originality, flexibility, fluidity and elaboration

As has been explained above that children happy once played. One of the games favored by children is Clay / Plasticin or also called playdough. According to Robert "*Clay is an ingredient of early childhood toys that are made from soft and can easily be formed. Play with Clay honing the child's motor skills associated with cognitive. Playing with Clay provides an amazing experience in children because by playing Clay kids not only learn to shape but also squeeze, play colors, think creatively to produce products and so on so that the child becomes a creative person.*"^[8]

Swartz stated that the child explore when playing Clay, children create a symbolic representative to understand the colors and shapes, the children also imagine and create relationships between large objects they see in the world and make it a Repository little thing with Clay.^[9] Play Clay gives children a chance to express themselves through the art that they produce from Clay. When children play Clay, children not only interact with the material but children also interact with friends around them that generate communication and give each other opinions about the work they produce.

Playing Clay has many benefits for early childhood, playing Clay also gives children the opportunity to develop and express their interests and abilities in unique and creative ways. In the process of playing there is always a process of interaction in it because children will be required to communicate with each other, this is what causes that by playing Clay, the development of child language can also be improved. Language, Creativity and social integration with the ability of children to think high level, where when children have been able to produce a work or product and can solve problems in their daily lives, meaning that children have become individuals who have creativity with high-order thinking skills.

From the above discussions it can be concluded that Play Clay is a fun, dynamic and active activity for children that involves the unification of experience because when playing Clay the child squeezes, thinks, imagines, and produces a work. Clay means clay. But there is also clay made from other materials other than clay, but the dough has the same properties as clay. Besides made of clay clay can also be made with other materials such as from flour, bread, night, and so forth.

Research Methodology

The execution of this research was carried out on the children of Group B Baitussalam Pondok Kelapa. The timing of this Class Action Research activity is conducted in the second semester of May until July 2018.

This research is a type of *action research* which generally aims to collect data related to the improvement of creativity through clay play. In the research design of this action the researcher plans the research activities take place 8 times a meeting during one cycle and will proceed with the second cycle of 8 times meeting if the results in the first cycle has not reached the assessment criteria or not yet maximal.

Basically this action research uses Kemmis and MC Taggart procedures. This model is essentially in the form of a device that consists of four components that are seen as a spiral cycle and includes the steps of: planning (*planning*), action (acting), observation (*observing*) and reflection (*reflecting*). These four components are viewed as one cycle. Understanding the cycle in this study is a cycle of activities consisting of planning, action, observation and reflection. If the improvement of creativity in children in cycle 1 has not been successful then the second cycle will be held until the research is declared successful. Where the second cycle is the repetition of the first cycle is the improvement of the results of reflection.

Researchers and teachers collaborate in improving the learning process in children especially in the process of creativity, where the increase in creativity is done by playing *clay* that can trigger children to be actively involved in learning to be creative because it uses media that appeal to children according to the characteristics of early childhood. The design of action research cycles designed by researchers in accordance with the Kemmis model and MC Taggart, as follows

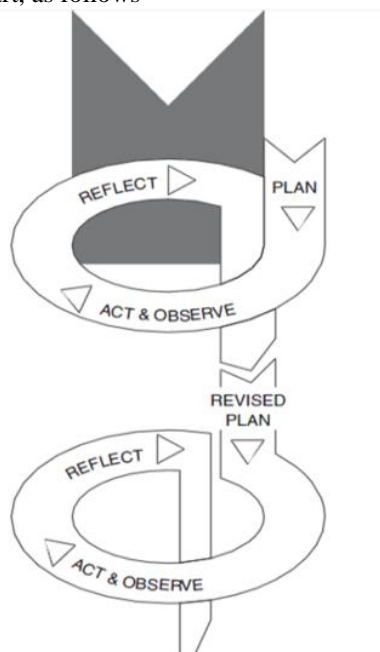


Figure 3.1 Spiral Research series Action Measures

Kemmis and Taggart

The procedures in this study include planning, implementation, observation, and reflection. As for the explanation of the procedure of action research are as follows:

1. Stage of Action Draft

In the drafting stage of the design, the researcher determines the points or focus of events that need special attention to be observed, then creates an observation instrument to help the researcher record the facts that occurred during the action. If used in this study separate forms of researcher and teacher implementer is a different person, in the drafting phase of the draft there must be agreement between the two.

**Table 3.2 Implementation Plan Action
 Cycle I Activity Clay**

| Theory of | Meeting | Activities |
|----------------------------|----------|---|
| Originality | 1 | 1. The child is able to express ideas / ideas related to the theme taught by the teacher |
| | | 2. The child is able to answer the questions asked by the teacher |
| | 2nd | 1. Children able to give an opinion about the events that happened |
| | | 2. Children know and understand what is <i>Clay</i> |
| Splendor | 3rd | 1. The child can create a variety of clay works according to the theme of the lesson |
| | 4th | 1. The child can tell the work they have made 2. The child can appreciate the work made by the friend |
| | The 5th | 1. Child can create various sorts of works from <i>clay</i> according to theme 2. Children can tell the work they have made 3. Children can display / save their work |
| Smoothness and Elaboration | of the 6 | 1. Children can make conclusions from the idea of making a work of <i>clay</i> 2. Children can creativity to create other works from clay materials |
| | The 7 | 1. children are able to work together to produce good work from <i>clay</i> 2. child is able to apply the problem solving to produce a good work from <i>clay</i> |
| | The 8 | 1. children are able to create new ideas from existing ideas 2. Children are able to make innovation of the work they have created. |

Planning activities to be undertaken by researchers with collaborators where the main focus is creativity in grade B students TK Islam Baitussalam Pondok Kelapa:

- a. Determine success indicators used to determine the increase in creativity when doing school activities with a score of at least 71% after action. Prepare the data collection tool in the form of observation sheets, interview notes, field notes and documentation to see results on each action.
- b. Create a Daily Activity Plan (RKH)
- c. Determine the action steps for each meeting / action.
- d. Mensetting locations of activities and preparing tools to be used when teachers are demonstrating activities through the play *clay*

2. Stage of Action Implementation (*Acting*) and Observation (*Observing*)

This research is planned to be held as many as 8 times meeting in each cycle. Action research using play *clay*. Can be seen below the steps of learning activities every day.

The steps of learning activities at the research stage are as follows:

1. Setting the classroom including the position of the table and the chair of the child and the teacher

2. Preparing the Daily Activity Plan (RKH), the observation sheet, the assessment sheet and other materials needed in the learning process using play clay
3. Implement action in the learning process.
4. Record all events or activities related to the child's creativity in the learning process and the child's learning outcomes after the learning process ends on the observation sheet and the prepared assessment sheet.
5. Reflecting on the learning activities that have taken place.

The observation process was conducted by the researchers collaborating with teachers of all events in the learning recorded in the field notes. Observations were made using an observation sheet to determine the creativity of the children through play clay with the indicators that have been made before. Researchers and teachers utilize cameras and video recordings for documentation purposes.

3. Stage reflection(Reflecting)

Reflection is remember and reflect back an exact action that has been recorded in the observation. Reflection is done to evaluate the implementation of the reflection, the reflection is done with the teacher involved and the agency leader to evaluate the action and discuss the next plan. In the reflection is also done to analyze and interpret the various events records as well as evaluate all activities during cycle 1 take place. As well as looking for factors that do not achieve the objectives of learning that have been formulated previously.

In this reflection activity it aims to reiterate what has happened and to see the success or failure of the actions taken. The success or failure is then discussed between the researcher and the teacher to find a way out and make or improve the design of the selanjut. In this study, it will be reflected in the whole of the learning activities by using methods clay play that have been implemented, whether the action has reached the indicators set or not, so that later there will be improvements to continue to the next cycle.

The instrument sheet that has been prepared by the researchers contains indicators that are the reference in assessing the creativity of children aged 5-6 years. This instrument is filled by researchers and collaborators by giving a check list (√) on each indicator corresponding to the level of creativity that appears in the child.

Data processing in this research using two data analysis that is quantitative data analysis and qualitative data analysis. Quantitative data analysis uses descriptive statistics by comparing the results obtained in the pre cycle to cycle II. Qualitative data analysis is done by analyzing data from field record, observation and documentation with data reduction measures, data display and data verification

Results and Discussion

Data on children's creativity improvement can be presented as follows:

Data on Enhancement of Creativity
 of Group B Children in TK ISLAM BAITUSSALAM 2018

| Stages | Pre-Cycle | Cycle I | Cycle II |
|-------------|-----------|---------|----------|
| Score | | | |
| Average | 33.3 | 50.43 | 61.08 |
| Improvement | - | 17.13 | 10.65 |

Based on the analysis performed quantitatively and qualitatively based on field notes, observation and documentation records then the result is there is increased creativity of children through playing CLAY. Children experience increased creativity in indicators of children able to express ideas / ideas, this is observed by researchers and teachers when children are enthusiastic once answered the question and answer given by the teacher, in addition when the question and answer teacher with the spirit to give encouragement to the child so children are not shy to express ideas / ideas in their minds.

Looking at the results of the above research, Talking about playing CLAY and its relation with creativity in accordance with the variables studied by researchers. It is true that children's creativity can be improved or developed through play clay as suggested by Fazylova and Rusol in his article entitled "Development of Creativity in Schoolchildren through Art" suggests that early childhood creativity can develop through art. Clay /Plastisin / Playdough is a part of art that is inseparable in the world of children. The study also states that there is a relationship between art and the development of early childhood creativity.

Next Alkaterini Michalopoulou In his research entitled *Inquiry-Based Learning through the Creative Thinking and Expression in Early Years Education*. Explain that children will also be able to think creatively

through inquiry-based learning, wherein this inquiry-based learning the child is required to be able to explore, put forward ideas, be active and can produce the product as a result of their thoughts and ideas.

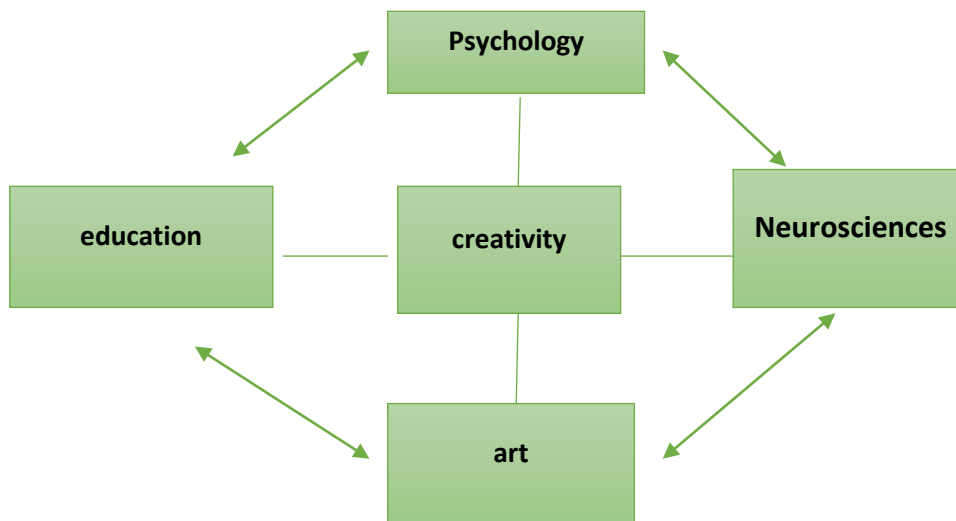
Cheung's research result entitled "*Designing movement activities to develop childrens' creativity in early childhood education*" states that the activities of creative movement can develop children's creativity. This happens because the more children move actively, the child's brain will develop well so that children will enjoy learning and exploring, imagining and finding new ideas to produce a work.

cu to think, analyze and understand and solve problems so that the child's creative spirit will emerge

Further Caroline in her journal entitled *Developing young children's creativity: what can we learn from research?* Stating that children's creativity can be developed with a variety of activities that develop children's creativity. In this case teachers are required to actively provide knowledge and activities that can stimulate the creativity of children.

Shaen research entitled *Creativity and Education* states that creativity is very closely related to education, therefore educational institutions perlumenstimulasi creativity of children from an early age. If we talk about creativity in early childhood, then creativity is closely related to high-order thinking, early childhood who has been able to create a product can be said to have had the ability to think high level. Creating a product is a dimension of creativity that must exist within a person. This is as revealed by Wang and Wang in Tanujaya there are three main components of high-level thinking, namely critical thinking skills, design thinking skills, and system thinking skills, while Miri states that high-level thinking consists of three components, namely critical thinking skills, system of atic thinking ability, and creative thinking ability. Furthermore, according to Yee Mey Hong thinks the high level consists of critical and creative thinking skills so that there are two important things high-level thinking indicator that is critical thinking and creative thinking.

Creativity as part of *life skill* in life is related to various disciplines which can be described as follows:



Multidisciplinary and Interdisciplinary Chart of Creativity

According to Mudyaarjo, education is any life situation that affects the growth and development of children. All efforts made education is directed to the formation of human resources, the children - children are the next generation of the nation that needs to be stimulated from an early age. Through education, not only the values of the characters are developed but also the creative personalities to form the foundation of human resources.

In educational psychology teachers provide stimulus to enhance children's creativity, by developing interpretation of sensory information (sound, sight, touch, tasting and kinesthetic) . In addition, according to Gardner & Hatch creativity is *Capacities to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people*. This statement can be interpreted that creativity is the capacity to discern and respond appropriately to the mood, temperament, motivation, and desires of others. To be able to understand the mood, temperament motivation and desire of others then it takes a deep understanding of the person's soul The

development of creativity is also related to the biology of the brain, the human brain consists of two hemispheres of the right brain and left brain. The left hemisphere of the brain functions in wanting the process of analytical, abstract, and logical thinking. While the right brain functions in the process holistically, intuitively, and imaginatively. Creative children using dominant brains are often used. According to the frontal

lobe frontal lobe or frontal lobe is part of the cortex that plays a leading role in children produces creativity, this area serves to divergent thinking activities. Thus the frontal lobe is continuously stimulated to develop the creativity of the child. Further according to Azid *Interpersonal intelligence is closely linked with emotions. Individuals who possess interpersonal intelligence will have the ability to understand the feelings of others.*

These statements mean that creativity is closely related to emotions. Individuals who have creativity will have the ability to understand other people's feelings, be highly motivated, and can interact well with others through effective communication.

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