

USE OF NATURAL MATERIALS MEDIA TO INCREASE CHILDREN'S CREATIVITY

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Abstract: This action research aims to increase the creativity of children aged 5-6 years through the use of natural material media. This research was conducted at RA Miftahul Ullum Kalipang Timur Grati District, Pasuruan Regency, in September 2021. The method used is the research of actions that are carried out through two cycles consisting of planning, action, observation and reflection. The study subject was a child of RA Miftahul Ullum Kalipang Timur Grati District, Pasuruan Regency who had problems with creativity. Based on the percentage of achievement of the results of this study, it can be stated that the hypothesis is accepted. Thus, it is concluded that the use of natural material media can increase the creativity of children aged 5-6 years.

Keywords: *natural materials, creativity, media*

introduction

Background

Creativity will not grow if the child does not get support from those around the child. The process is needed in increasing the creativity of children. Creativity will not arise if the activities or stimulation provided by the teacher do not vary and vary. The creativity of preschool-aged children cannot be separated from the play factor. The life of play is the life of children and through play it gives the opportunity to the child to express his creative urges. Activities given to this child can make children think creatively and learn to solve problems.

Based on the observation results at RA Miftahul Ullum Kalipang Timur Grati District Pasuruan Regency, researchers found that in the learning activities carried out at RA Miftahul Ullum Kalipang Timur still look less varied and interesting. The activities carried out are still too passive, so the process of stimulating children's creativity does not appear. Teachers are less creative in using and utilizing media. This causes the child not to be confident to answer or submit his opinion.

Conditions of reduced creativity in children because the environment that is not supportive such as learning methods used by teachers in learning activities are less varied so that the learning process becomes boring for children and there is no encouragement (press) that spurs children's creativity. From the results of observations made at RA Miftahul Ullum Kalipang Timur Grati District Pasuruan Regency, in teacher learning activities train children to write and know letters. One of the dimensions of creativity is process. In this process will indicate a creative or uncreative activity. From the results of observations made, teachers do not provide activities that hone creativity. The child is busy with writing worksheets. After writing practice, the teacher had the children line up one by one

to read the book as a reading exercise. Teachers do not create creative activities that can make children eager to read and write. It can be said that this creative process is not.

Developing children's interest in creating so that they produce creative products is not found in RA Miftahul Ulum Kalipang Timur Grati District Pasuruan Regency. Teachers give only one expression activity and practice motor skills in a week. As in coloring activities, children are not free to express their own drawing and coloring to pour their imagination. Teachers use coloring books that have been provided before.

A conducive environment can develop the potential and interests of children optimally. The absence of supporting facilities and infrastructure makes learning activities hampered. One of them is the importance of media in a learning, but the use of media is still rarely used by teachers in learning activities. Teachers more often use worksheets as a medium, even though media can be used by utilizing the surrounding environment, such as natural materials. Natural materials used can be from leaves, grains, twigs, rocks and other materials of natural origin. Learning media with natural materials as the basic material will not be as expensive as factory production media or even at no cost at all.

Problem Formulation

Looking at some of the problems found in the field, the research question was formulated as follows: "How to increase the creativity of children aged 5-6 years?". To answer the question, researchers took the initiative to provide actions to increase creativity in RA Miftahul Ulum Kalipang Timur Grati District, Pasuruan Regency by using natural material media. Through the use of natural materials media, children can develop their creativity by creating using materials in the surrounding environment or nature. Using natural materials will provide a concrete experience, while introducing children to love the environment and bring children closer to nature. Based on these things, the study will examine whether the use of natural material media can increase the creativity of children aged 5-6 years in RA Miftahul Ulum Kalipang Timur Grati District Pasuruan Regency.

Theoretical Studies

a. Creativeness

Creativity is often associated with the abilities possessed by talented people, whereas creativity can grow from within everyone if it stimulates it well. Creativity is the ability to produce or create something new (Baron in Triantoro, 2005: 15). Another opinion expresses creativity that is to produce something new and can be seen or heard by others (Frome in Abdussalam (2005: 14). Creativity makes a person to produce something new. That is, creativity is the ability to produce something new and original. A child has different creativity to create or produce something according to his ability.

Creativity is able to make someone create or produce a new work. Creativity generates new ideas, besides it can create an assortment of new and original things (Bruce, 2004). Creativity is an activity of imagination so that when the resulting product appears it will be of original value. New

ideas and products produced are the result of imagination and creativity that exists within.

From some of these statements can be defined that creativity is the ability that exists in a person to produce something new either in the form of ideas or works based on the results of one's imagination.

In creativity there are four dimensions (4P) that are interrelated, namely person, press, process and product. These four dimensions are interrelated, namely creative persons who involve themselves in the creative process, as well as with support and encouragement (press) from the environment, produce creative products (Susanto in Munandar, 2011: 112). Creativity is owned by each person who is unique and different. Through the creative process, it will produce creative products. Creativity also requires support and encouragement from inside and outside the environment. That way ideas will emerge and continue to grow.

There are three conditions of a creative person, namely: (1) openness to experience, (2) the ability to assess the situation by one's personal benchmark (internal locus of evaluation), (3) the ability to experiment and "play" with concepts (Roger in Munandar, 2009: 32). Of the three conditions, it can be interpreted that a creative person can openly share experiences with others. Can behave in accordance with the state of the environment around him. Someone who has a creative personality is also happy and wants to try with new things. The next dimension is encouragement. Creativity requires encouragement from yourself as well as the environment. Drive is the primary motivation for creativity when the individual forms a new relationship with his environment in an effort to become himself fully (Roger in Munandar, 2009: 37). Encouragement is needed in order to develop potential within oneself. A strong impulse can.

The process of creativity is very important. Wallas' theory (2009: 39) states that the creative process includes four stages: (1) preparation, (2) incubation, (3) illumination, and (4) verification. At the preparatory stage is the stage for collecting data and information. In this stage one will prepare to solve the problem. The incubation stage is the stage in which the individual seems to break away for a while from the problem he faces consciously but in the presadar realm. In this stage it takes an uncertain time. The next stage is illumination that will appear ideas or ideas to solve the problem. The last stage is the verification or evaluation stage where new ideas or ideas that arise must be tested with critical thinking.

The fourth dimension is about the product. A person's creativity will create creative products. Creative production is a new and unparalleled production, and is known for the ability to produce something new or create a new relationship to something that has been known before, provided that something or a new relationship has a certain purpose and is useful, and is able to cover the needs of individuals or groups of people (Abdulssalam, 2005: 32). That is, children can produce works in the form of innovative and original products from the results of creative thinking.

If you have personal conditions and a supportive environment (press) or environment that provides opportunities / opportunities to busy yourself creatively then it is predicted that creativity products will appear. The explanation

of 4P shows that these four dimensions are interrelated and will produce new products eventually.

Natural Materials Media

Natural materials are materials or materials that exist in the surrounding nature. Natural materials exist in nature and are found in soil or parts of animals or plants (Whittaker, 2004: 46). Natural materials are easily found around the child's environment. Natural materials are also found outside our doors or can be obtained near our dwellings (Miller, 2009:64). Natural materials are infinite materials and are easily found almost in the surrounding environment.

The use of materials will affect the child's knowledge, play and express ideas. The materials used by children can stimulate the creative power of the child's imagination and artistic expression (Charney in Isenberg & Jalongo, 2010: 279). The use of materials can also be used for more than one theme or activity that will be used in various learnings. Utilizing the natural environment will stimulate the talents and potential that children have. The natural environment is rich in developing children's potential because: (1) nature is universal and inexhaustible, (2) nature is unpredictable, (3) nature is very abundant, (4) nature is beautiful, nature lives by sound, (5) nature creates many places and, (6) nature can heal and contain a wealth of nutritious food (Greenman, 2008: 4). Through nature, children will learn by playing around them. The natural environment will not only affect the development of the child's body, but provide a real playing experience for the child.

From the definition found natural material media is a tool of interaction or communication using materials that are in the hands around children. Utilizing what is around nature as a medium makes children can learn concretely. Through the media of natural materials, children will be given real and direct examples in the learning activities provided.

Natural materials include stems, twigs, leaves, stones, grains, sand, mud and water. Children can conduct experiments and explorations using natural materials (Isenberg & Jalongo, 2010: 282). Children will indirectly know the objects or materials around them such as sand, soil, corn skin, seeds from fir trees, bricks, various grasses, plants and native flowers. Children can interact through nature singing and walking through parks and trees. Many things can be introduced to children about nature (Miller, 2009: 58).

The natural materials used are very diverse and the use carried out is expected to be appropriate in accordance with the environmental conditions around the child. Many measures are used in the use of natural materials. As for the steps to use natural materials, namely natural materials are done by grouping natural materials based on type, color, size and shape. Next matched that looks the same as its size or color. Provided supporting materials that can be combined with natural materials such as using stalks as feet or hands. Then continued by arranging natural material objects using glue and other supporting materials (Department of Education, Training and Employment, 2012: 2). Adults can help children to increase creativity by giving children the opportunity to collect natural materials. Various materials of natural origin are used and have various types.

The advantage of using material media is that it does not incur expensive costs, it does not even incur any costs at all. In addition, the materials needed are

easy to obtain. The use of this medium supports children to start learning, stimulate imagination, easy to remember about meaningful experiences and build communication (Isenberg & Jalongo, 2010: 279). In addition, bringing children closer to nature will make developing naturalist intelligence of children and children will be close to nature. Nature provides a lot to learn. Like children can directly learn about plants, animals, soil, stones, and so on.

Research methods

The method used in this research is action research. The method of action research uses models from Kemmis and Mc Taggart. The stages of action research according to Kemmis and Taggart in Arikunto include: (a) Planning (planning), (b) action (acting), (c) observation (observing), (d) reflection (reflecting). Then it continues with replanning, action, observation and reflection for the next cycle, so on so that it forms a spiral.

This research was conducted at RA Miftahul Ulum Kalipang Timur Grati District, Pasuruan Regency, in September 2021. The subject of the study was ra Miftahul Ulum Kalipang Timur District Grati Pasuruan Regency aged 5-6 years.

The design of this research action is as follows. **First**, the Preparation of Planning consists of; a) apply for a research license; b) search for and collect information or data of the child who is the subject; c) determine the timing of the implementation of cycle research; d) prepare the design of activities.

Second, planning, which consists of; a) general planning, namely planning learning time, learning design and action monitoring instruments, data collection and evaluation of overall learning outcomes, and b) special planning, namely preparing the format of field records, determining success indicators and preparing the media to be used, and preparing data collection tools in the form of observation guidelines and cameras.

Third, action, which consists of; a) make plans for learning activities and units of daily activities; b) carry out learning activities.

Fourth, observation or observation of actions, which are used is observations made to observe the child's behavior towards the given action carried out with researchers and colibolators.

Fifth, reflection, analyzing the results of observations on the media use activities of natural materials carried out by researchers and analyzing data about the creativity of children after actions.

The grid of creativity instruments for children aged 5-6 years in RA Miftahul Ulum Kalipang Timur Grati District Pasuruan Regency, Gunungsindur, Bogor as follows: (1) person (openness to experience, ability to assess the situation, ability to experiment), (2) press (internal and external), (3) process (preparation, incubation, illumination and verification), and (4) product (original). This instrument uses expert judgement, judgement in experts in the field of creativity who really understand the indicators to be observed. After the data is obtained, then the data is analyzed with qualitative descriptive techniques.

The results of observations of children's creativity in pre-research showed that the creativity of children aged 5-6 years in RA Miftahul Ulum Kalipang Timur Grati District Pasuruan Regency is still not developing optimally. This can be seen from the low score obtained by the child.

Research Results

Table 1 shows that the results of observations found related to creativity through the use of natural material media in RA Miftahul Ulum Kalipang Timur Grati District Pasuruan Regency, Gunungsindur, Bogor during pre-research found that the learning activities provided by teachers are less attractive and stimulate children's creativity, so that children's creativity has not been seen optimally.

Table 1. Research Results Data

o. Responden	ersentase		
	ra Siklus	iklus 1	iklus 2
.	39.8%	6.8%	9.5%
.	41.5%	0.2%	4%
.	37.5%	5.9%	0.5%
.	35.8%	0.2%	2.7%
.	43.7%	5.1%	7%
.	27.5%	8.5%	1.1%
.	37.5%	3.1%	8%
.	42%	0.5%	4%
.	31.8%	2.7%	0%
0.	43.7%	7.6%	1%
1.	43.7%	0%	1.3%
Rata-rata	38.6%	0.1%	2.6%

After planning, action and observation, researchers together with the colibolator held a reflection of the actions that have been carried out in cycle I,

which is as many as seven meetings. Researchers together with the kolabolator carry out activities in accordance with the planning that has been designed before the implementation of the activity. At the end of each end of the meeting, researchers and kolabolators hold a reflection every time they finish carrying out activities. This reflection is done with the aim of looking at the learning process and the impact that occurs on children. After the action of cycle I, the researcher and the colibolator decided to continue on the next cycle. This is because children's creativity through the use of natural material media has not reached the predetermined success criteria.

Children's creativity in the use of natural material media is seen to increase from pre-cycle to cycle 1. The percentage obtained from cycle 1 is 60.1% or if the average percentage of creativity of children increases to 21.4% after being given the action of using natural materials media. The percentage obtained in cycle 1 has not reached the target set earlier, which is 71%. The average percentage of cycle 2 increases in each child increased by 82.6% or by 22.6%. It can be said that the indicators of a child's creativity are in the developmental or consistent stage. Based on these data, the researcher decided not to continue the action to the next cycle. The results of monitoring researchers and colibolators show that the percentage increase that occurs in each cycle can be said to be significant. Therefore, the action will be stopped until cycle 2.

Based on observations made in cycles 1 and 2 quantitatively, a percentage increase in children's creativity is obtained through the use of natural material media. The percentage of overall increases is as follows: respondent 1 by 39.7%, respondent 2 by 42.5%, respondent 3 by 53%, respondent 4 by 46.9%, respondent 5 by 53.3%, respondent 6 by 33.6%, respondent 7 by 40.5%, respondent 8 by 52%, respondent 9 by 38.2%, respondent 10 by 47.3%, and respondent 11 by 37.6%.

It can be seen that the highest percentage is respondent 3 and the lowest percentage is respondent 6. When viewed from the 1st and 2nd cycle meetings, 3 respondents experienced an increase in each meeting. The confidence of respondent 3 is increasingly visible when using natural materials that he will use to produce products. Respondent 3 can explore the natural materials that he will use. Respondent 3 produced a different product than before. Resonden 3 also looks more consistent in working with his friends. He helps and gives opinions to his group mates. This is different from what 6 respondents indicated. Respondent 6 did not show such a sharp increase. Respondent 6 more often asked researchers for help, although researchers have provided motivation for respondents 6 to want to do it themselves.

The average child experienced a 44.1% increase in creativity. This can be seen from the ability shown by children during the provision of actions in accordance with creativity indicators based on 4P, namely, children are enthusiastic about talking about new things, children can work together in groups well, children follow activities eagerly, children process the media that has been provided, children are able to process the media that has been prepared, children actively submit opinions, children dare to come to the front of the class, Children give additional ideas to their work, children introduce their work to friends, children explain their work in detail, children create products according to their own ideas and children produce products with different shapes than before.

From the results of observations made in cycles 1 and 2, the activity of using natural materials runs in accordance with previous planning. When viewed from the pre-cycle, there are still children who are shy about telling their friends, when the child answers still hesitantly argues. Children are also less excited and enthusiastic during learning activities. When compared to the first cycle, children seem to be enthusiastic about learning activities. The activities that researchers gave before were only limited to working on magazines to train children to read, write and count. Researchers do not provide activities that can hone children's creativity. From the results of cycle 1, it can be found when children hesitate in expressing their opinions, but because researchers try to encourage children to express their opinions or ideas. The increase in disiklus 1 is increasingly noticeable when the child tries to provide additional ideas from the work. The child is trying to produce s.

The results of qualitative data analysis prove that the use of natural material media can increase children's creativity, one of which is seen from the child's person, such as children are enthusiastic to actively participate in learning activities. In every meeting, each child's confidence slowly begins to look like when telling his work in front of his friends well. Children also look active during learning activities, such as the child's curiosity with natural materials that researchers bring makes children happy to ask questions and explore using existing natural materials. Based on Roger's opinion in Munandar who said that there are three conditions of a creative person. The child's openness to the experience is seen when the child tells his holiday experience with the family. The ability to judge the situation according to the state he is in. As seen when children actively ask or answer questions asked by researchers. It can also be seen when ana.

When viewed from the meetings that have been held, the use of natural material activities makes children motivated. Roger in Munandar reveals that drive is the primary motivation for creativity when the individual forms a new relationship with his environment in an effort to become himself fully. Encouragement is not only given from the outside such as family and school, but the child can encourage himself to come up with an idea or work. With an attractive encouragement in every meeting, it will be motivated to be creative with various media such as natural materials and follow the excitement actively. In addition to the media, researchers provide encouragement internally such as appreciating the child's work and praising his work.

Creativity can increase with the process. The process is obtained when children get interesting and creative activities. Like when the child shows his liveliness in every meeting, then excited in expressing opinions and active in discussing. Wallas stated that the creative process includes four stages, namely: 1) preparation, 2) incubation, 3) illumination, and 4) verification. In the preparatory stage, the child explores the natural materials that have been provided such as leaves, grains and twigs. At the incubation stage, the problem-solving process begins by discussing with his group mates or exchanging opinions. At the illumination level, the child will get an idea or idea to solve the problem, then discussed again to be used as a work. In the final stage is verification, where the child and the researcher together evaluate the activities that have been done.

The product is the last dimension of creativity. Creative people are able to create products based on their own thoughts. Children are able to make products by utilizing natural materials that have been provided by researchers. Abdulssalam said that creative production is a new and unparalleled production, and is known for the ability to produce something new or create a new connection to something that has been known before. The products produced by children do not just stick and cut, children paint on the leaves and stamp the leaves. Interesting learning invites children to continue to be creative to produce an imaginative product.

Researchers provide action at each meeting through the use of natural material media. Researchers discuss the theme and continue by introducing children to the natural materials that researchers bring. Then the researcher invites children to make creations using natural materials that researchers have provided. Finished creating children are asked to tell the results of his work in front of his friends. Natural materials are very diverse and supplies are available in the environment around children and schools. Researchers also use twigs, leaves, rocks and grains to be used in activities. In every use activity, this natural material is done so that children are free to be creative by exploring the natural materials that were used at that time. Natural materials are created freely in accordance with the creativity of the teacher, so that the learning delivered is interesting and stimulates the child's curiosity.

Researchers found advantages and disadvantages in the use of natural materials carried out in learning. The advantages obtained from natural materials are easily obtained in the surrounding environment. The leaves, grains, stones and twigs that researchers use come from the surrounding environment, so it does not require a large cost. In addition, natural materials such as leaves and seeds that have a variety of shapes and textures and vary. Teachers can utilize natural materials in accordance with learning activities.

The disadvantage of using natural materials is that they are not durable in storage, such as the leaves that researchers collect quickly dry and shrink so that they cannot be used. In addition, grains also cannot be stored for a long time because they are quickly moldy and must be cleaned frequently if they are still used for a long period of time. Teachers must be smart in processing natural material media that quickly change both shape and color.

Sur la base de la description ci-dessus, on peut dire que l'utilisation de médias matériels naturels peut augmenter la créativité des enfants. L'utilisation de matériaux naturels permet de constater que la créativité de chaque enfant est visible lorsque l'enseignant donne un coup de pouce qui stimule la créativité des enfants. L'aspect global a augmenté au cours des 11 fois où le don d'actions a été effectué. Cela peut être vu sur la base de 4P, à savoir la personne, l'enfant montre une personnalité créative car il reçoit un coup de pouce (presse) des personnes autour de l'enfant et de son environnement d'apprentissage. Ensuite, l'enfant expérimente un processus créatif, à travers les étapes de préparation, d'incubation, d'éclairage et de vérification, afin de produire un nouveau produit (produit) et le résultat d'une combinaison d'idées antérieures.

Based on the results of data analysis in pre-study obtained a percentage of 38.6%, while in cycle 1 obtained a percentage of 60.1%. Based on these data, it can be said that the percentage of pre-waiting cycle 1 has increased in the overall

indicator by 21.5%. As stated in the interpretation of the results of the analysis that this study is said to be successful if there is an increase of 71%, then this cycle 1 study cannot be said to be successful because the percentage increase obtained is 60.1%.

Based on the results of qualitative research, there is an increase in the creativity of children aged 5-6 years through the provision of actions in the form of the use of natural material media. The use of natural material media is used in interesting and varied learning activities, so that children can be actively involved in any learning. Children are given the opportunity to come up with ideas and create.

Cover

Using natural materials that have been provided. Based on the results of observations in the form of field records, documentation records and interview records can be seen that the use of natural material media can increase the creativity of children aged 5-6 years in RA Miftahul Ulum Kalipang Timur Grati District Pasuruan Regency.

Suggestion

First, for teachers learning activities through the use of natural material media can be used as an alternative to increase creativity. Creativity is one that needs to be considered. Activities to use natural materials are not only used to increase children's creativity but can be modified to teach children to develop other abilities.

Second, for the Principal of RA Miftahul Ulum Kalipang Timur Grati District, Pasuruan Regency, can use natural material media as a learning medium that can increase children's creativity. In order to improve the quality of the educational and learning process in schools.

Third, for parents can help the school in increasing the creativity of children at home. By making various product creations that can be done at home, so as to make various product creations that can be done at home, so as to strengthen the relationship of parents with children remain aroused by creativity.

As well as *the fourth*, for further researchers can conduct research related to learning activities using media that not only comes from nature, but can use used or recycled goods. The money recycled materials can be newspapers or waste paper, kerdus, aqua cups, plastic straws, and patchwork. This media can be used in learning activities in order to increase early childhood creativity.

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