

**M45.082139511685**

**Mar'atul Qoyyimah**

**19.48.0055**

**Semester 7 Transfer Pasuruan**

**STITNU AL-HIKMAH MOJOKERTO Early Childhood Education Study  
Program**

**Abstract:**Plasticine is one of learning media that is used for children, and there are children who are unable to form things using plasticine. Therefore, the research is addressing an issue regarding “Improving children's creativity through playing with plasticine at RA Al-Hasani, Tampung Lekok Pasuruan.” That aims at generating information regarding the development of children's creativity by using plasticine at RA Al-Hasani Tampung Lekok Pasuruan. The hypotheses of this research is "Through plasticine it can improve the children's creativity at RA Al-Hasani Tampung Lekok Pasuruan". The subject of this research is a RA Al-Hasani Tampung Lekok Pasuruan they were 14 children that consist of 12 males and 2 females. The research was conducted in 2 cycles in each cycle there are 4 stages they are: preparation, implementation, observation, and reflection. The data is obtained from the observation and performances. Data analysis is done by descriptive qualitative. The result of research showed that plasticine could increase the children's creativity at RA Al-Hasani Tampung Lekok Pasuruan. In the pre-cycle : there were 10 children who had not yet developed in their creativity (BB) and 4 children began to develop their creativity (MB), In the cycle I: 6 children began to develop their creativity (MB) they were able to form 2 different kinds of fruit and 8 children have developed their creativity as expected (BSH), they were able to form 3 different kinds of fruit. In the cycle II : 1 child began to develop his creativity (MB) who was able in forming 2 different kinds of fruit 4 children have developed their creativity as expected (BSH) who were able to form 3 different kinds of fruit and 9 children have developed their creativity very well (BSB) they were able to form 4 different kinds of fruit . Based on the result shown above it can be concluded that “playing plasticine can improve the children's creativity at RA Al-Hasani i Tampung Lekok Pasuruan.” The writer suggests that the kindergarten teachers should use plasticine while teaching in order to improve the children's creativity.

**Abstract:**Plasticine is one of the learning media used for children, and there are some children who have not been able to form using plasticine. So this study raises the issue of how to increase children's creativity through playing with plasticine in RA AL-HASANI, Pasuruan district?. This study aims to determine the increase in children's creativity when playing plasticine in Pasuruan Regency. The hypothesis of this research is that playing with plasticine can increase

children's creativity in RA AL-HASANI, Pasuruan Regency. The subjects of this study were 14 children aged A in RA AL-HASANI consisting of 12 boys and 2 girls. This research was conducted in 2 cycles. Each cycle includes 4 stages, namely planning, implementation, observation, and reflection. Data collection techniques used through observation and performance. Data analysis was carried out in a qualitative descriptive manner. The results showed that playing with plasticine could increase children's creativity in RA AL-HASANI Tampung, Pasuruan Regency. In the pre-cycle there are 10 children whose creativity has not yet developed (BB), and 4 children developing child (MB). In the first cycle there were 6 children whose creativity began to develop (MB), were able to form two different fruit shapes, and 8 children whose creativity developed as expected (BSH), were able to form three different fruit shapes. In cycle II there is 1 child whose creativity begins to develop (MB), has been able to form two different fruit shapes, 4 children whose creativity develops as expected (BSH), has been able to form three different types of fruit shapes and 9 children's creativity very well developed (BSB), capable of forming four or more different fruit shapes. improve children's creativity at RA AL-HASANI. It is suggested to educators that playing plasticine can be applied in learning at RA to develop children's creativity.

**Keywords :** Creativity, playing with plasticine, RA AL-HASANI Accommodates Lekok Pasuruan

Children are the next generation who are the hope of their parents, family, nation and state. Children really need to get guidance from birth so that their growth and development develop optimally, in accordance with their potential that has been bestowed by Allah SWT so that they can be responsible for themselves, their parents, family, society and country.

Improving children's abilities requires strategies/methods that can move children's thinking skills and are fun for children. To improve the ability of children can be done by various methods but the method that is often applied in Kindergarten is by playing. Play is very influential on children's development, because in playing children can develop all the superior potential in children. Besides being able to develop children's abilities, playing also provides infinite happiness for children. Children's abilities will develop when given good stimulation. A very good period to receive various stimuli from the environment is childhood.

This period can support physical and spiritual development, which can determine the success of students to follow further education. Play is a spontaneous activity that arises in children and is very fun so that children can play anywhere. By playing, children have the opportunity to explore themselves to fulfill their very high curiosity. Free sense of security is a very important condition for the growth of creativity. According to Montolalu (2008: 18) says that children have a very important meaning because through playing children can channel all desires, satisfactions and imaginations.

Children's creativity can be developed through play activities, in play activities children can optimize all their abilities. (Munandar 2012:40) being able to train

children's creativity is where by playing plasticine children can build, arrange or form various forms according to children's creativity.

Plasticine is a medium made of flour, oil, salt, food coloring and water, so it is very easy to use because plasticine is a soft object that can be kneaded, flattened, pulled, pressed, rolled and can be shaped according to the requirements. In addition, this plasticine is very easy to obtain and even if it does not require a large cost, thus children can be creative freely by making animals, fruits, building houses, buildings and so on. So it can be understood that playing plasticine can develop aspects of child development, one of which is the aspect of creativity. Supriadi (Rachmawati and Euis, 2010:15) a person's ability to give birth to something new, either in the form of ideas or real works that are relatively different from what has been done.

Based on experience and observations in the field during the teaching and learning process at RA AL-HASANI Tampung, the authors see that children's creativity is still low, this can be seen when children play using plasticine. Many children only imitate and do not dare/want to add other forms of examples that have been made by the teacher and their friends and there are still many children who need the help of the teacher. The teacher does not get used to the children to form with plasticine due to the limitations of the plasticine media, the children are also less interested in playing with plasticine and are fun to play alone because of the small amount of media, so that children cannot develop their creativity.

## **RESEARCH METHODS**

This research was conducted at RA AL-HASANI, having the address at Tampung village, Lekok district, Pasuruan district, East Java province. This research was carried out in the semesterI, the academic year 2021/2022, which is August to September 2021.

The timing of the research refers to the school's academic calendar. The subjects of this study were children aged 5-6 years at RA AL-HASANI, whose address is at Tampung Village, Lekok District, Pasuruan Regency, East Java Province, for the 2021/2022 academic year, totaling 14 children consisting of 12 boys and 2 women. The data collection techniques in this study were observation and performance. The instruments used in this study were the creativity assessment format and the children's response assessment format when playing plasticine.

The analytical technique used in this research is byusing qualitative descriptive analysis techniques. This technique uses words to explain, describe the activities that occur in the classroom when teaching and learning activities take place. Data analysis according to Miles and Huberman (Madya, 2006:76-78) consists of three components of activities that are interrelated with each other: data reduction, display of data, and drawing conclusions.

The performance indicators to measure success in this research are:

1. (BB): Undeveloped.

If the child is able to form one kind of shape with plasticine

2. (MB): Starting to Grow.

If the child is able to form two kinds of fruit shapes with plasticine.

3. (BSH): Developing according to expectations.  
if the child is able to form various fruit shapes with plasticine.
4. (BSB): Very Well Developed.  
If the child is able to form four kinds of fruit shapes or more with plasticine.

#### **Result Indicator**

1. The child's creativity is said to have increased if the child has received a 3 star (\*\*\*) or a 4 star (\*\*\*\*) as much as 85%.
2. The research was conducted in 3 cycles of three

### **RESULTS AND DISCUSSION**

#### **Increasing Children's Creativity through Playing Plasticine**

Based on the results of the research after the second cycle on plasticine playing activities in RA AL-HASANI to increase children's creativity, in group A children. The development of creativity is very clearly visible starting from the pre-cycle, cycle I to cycle II. children's creativity in the pre-cycle, cycle I and cycle II. In the pre-cycle of children who have not developed (BB) as many as 10 children, they have been able to form 1 kind of shape then given (\*). There are 4 children who are starting to develop (MB), they are already able to form 2 kinds of fruit, then they are given (\*\*). Cycle I explained that there were 6 children who began to develop (MB), they were able to form 2 kinds of fruit, so they were given (\*\*). Children who develop as expected (BSH) as many as 8 children, they are able to form 3 kinds of fruit shapes, then they are given (\*\*\*). Cycle II begins to develop (MB) as many as 1 child, they are already able to form 2 kinds of fruit, then they are given (\*\*). There are 4 children who develop according to expectations (BSH), they are able to form 3 kinds of fruit shapes and are given (\*\*\*). And very well developed (BSB) as many as 9 children, they were able to make 4 or more fruit shapes, so they were given (\*\*\*\*). Data from children's creative abilities from pre-cycle to cycle II have experienced a developmental stage with fewer children who have not developed in pre-cycle. Thus the second cycle was declared to have reached the expected indicators because at the time of learning it was not centered on the teacher but on the activity of children in responding to plasticine playing activities.

#### **Children's Response to Playing Plasticine**

the development of the child's response starting from the pre-cycle, cycle I and cycle II. In prasikus, there are 5 active children and 9 less active children. In the first cycle the number of children who were active in plasticine playing activities were 10 children and those who were less active were 4 children. Cycle II, the response of children to plasticine playing activities increased with the number of active children 13 children and 1 less active child. The increased response of children to plasticine playing activities has achieved the overall success of the learning process.

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **Conclusion**

Based on the results of the study, it can be concluded that children's creativity can be increased through playing with plasticine at RA AL-HASANI Tampung Lekok, Pasuruan Regency. In more detail it can be concluded that:

- a) The increase in children's creativity in playing plasticine in the first cycle shows that there are 6 children who are starting to develop (MB), they are able to form 2 different fruit shapes. There are 8 children who develop according to expectations (BSH), they are able to form 3 different fruit shapes.
- b) Increasing children's creativity in playing plasticine in cycle II, children who are starting to develop (MB) there is 1 child, has been able to form 2 kinds of fruit shapes. 4 children who have developed according to expectations (BSH), are able to form 3 kinds of fruit shape. Children who are developing very well (BSB) are 9 children, are able to form 4 kinds of shapes or more.
- c) In increasing the creativity of children, the teacher always provides motivation, praise, invites children play guess the secret box and play pat the spirit so that children are more happy and excited. The teacher also provides more plasticine and many variations of color so that children can form various shapes, the various colors of plasticine make children more active in forming various shapes of fruit.

### **Suggestion**

Some suggestions that the author can propose based on the results of the study are:

- a) For teachers, it is hoped that plasticine media can be used in learning at RA AL-HASANI accommodates Lekok Pasuruan so that children's creativity increases. The plasticine used can be of various colors so that children are more interested in playing with plasticine so that children can increase their creativity. The teacher creates a more interesting learning atmosphere so that it is fun for children. Give motivation and guidance and appreciate each child's work by giving praise or awards.
- b) For institutions, in order to facilitate media/APE for the teaching and learning process, thus learning can be empowered more maximally so that it is successful.

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## ATTACHMENT







