

IMPROVING THE CREATIVITY OF EARLY CHILDREN THROUGH DRAWING ACTIVITIES IN THE A RA AL-FALAH GROUP, KARANG SENTUL VILLAGE, GONDANG WETAN DISTRICT

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Abstract: This study aims to increase children's creativity through drawing activities for children in the A RA AL FALAH group in KarangSentul village, Gondangwetan sub-district. The subjects of this study were group A RA AL-FALAH, with 18 students consisting of 11 boys and 7 girls enrolled in the 2021/2022 school year. This type of research uses classroom action research, a research expert named McNiff (1992:1) firmly says that classroom action research is a form of reflective research conducted by the teacher himself whose results can be used as a tool for the development and improvement of learning. The results showed that drawing activity had a significant impact on increasing children's creativity in RA AL-FALAH from the initial study of 55.5% to 77.7% with a success standard of 75%, it can be concluded that the increase in children's creativity through drawing activities was in the successful category.

Keywords: Children's creativity, Drawing activities.

PRELIMINARY

Early childhood education is a period of physical, emotional, and intellectual learning that is the main in life, because early childhood education from the age of 0-8 years usually has a high curiosity. The nature of children who want to create everything makes them creatures that are sometimes difficult to overcome both by the teacher and by their own parents.

According to Miller (2005:1) children have basic innate characteristics, namely honesty, compassion, success and perseverance. Thinking that is very sensitive to children who face different childhoods so that it can affect student learning. Early childhood education according to (Mansyur, 2007: 88) is a process of fostering children's development related to their physical and spiritual optimally so that they can grow and develop. also maximum. Children have a high playing spirit, so it is appropriate for us as teachers to know the world of children who are famous for playing, so how do these children's play activities become useful and can increase their creativity. Related to further creativity proposed by

(UtamiMunandar, 2009:66) the creativity of Indonesian children in general shows that our children are still at the lowest creativity score when compared to neighboring countries, this is due to the lack of creativity development of children from an early age, Of course this is our homework together.

But in reality creativity is not considered important because of demands from parents and elementary school teachers who want when children have enrolled in elementary school, children can write, read and count without regard to other abilities, in line with the statement of the RA teacher where we PPL said that focus they are taught to write and read because if children graduate from their place while they cannot read, they are afraid of losing the trust of the community to send their children to their place. This shows that there is a problem, namely by forcing children to be able to read and count at an early age.

According to Gordon and Browne in Moeslichatoen, that creativity is the ability to create imaginative new ideas and also the ability to adapt new ideas to existing ideas. In Gordon's view, creativity is in the form of new ideas created by someone or renovating existing ideas to be innovative and imaginative. Meanwhile, according to (Yuliani, 2005:134) creativity aimed at children refers to a natural form of creativity that appears without realizing it.

From some of the definitions above, it can be concluded that creativity is the individual's ability to create something new. There are several reasons why creativity is so important for children. According to Munandar (2004:31), there are reasons why creativity is important to be raised, nurtured and developed in children, including: (1) By being creative children can manifest themselves. Self-realization is one of the basic human needs that is expressed with pleasure. Creativity is the investment of a fully functioning individual. (2) The ability to think creatively can be seen through solving various kinds of problems. Expressing thoughts that are different from other people's without being limited will essentially be able to give birth to various kinds of ideas. (3) Being creative will give satisfaction to the individual. This is important to note because a person's level of satisfaction will affect his socio-emotional development. (4) With creativity it is possible for humans to improve their quality of life. One of the creative activities that can be developed is in drawing activities.

According to Paul Torrance in (Suratno 2005:11) Characteristics of children's actions that show creativity are:

1. Creative learning
2. Long attention span
3. Able to organize the amazing
4. Can go back to something familiar and see it from a different way
5. Learn a lot through fantasy and solve problems using the experience

6. Enjoy playing with words and places as a natural storyteller

These characteristics need to be developed and received special attention. The following are the inhibiting and supporting factors for Early Childhood creativity,

1. Factors inhibiting early childhood creativity

According to Imam Muhsini, there are 8 barriers to Early Childhood creativity, namely:

- a. There is no encouragement to explore, namely the absence of stimulation and the lack of questions that can arouse children's curiosity.
- b. A child's schedule of activities is too tight, it can hamper children's creativity, because children need time to play to explore according to their abilities.
- c. Putting too much emphasis on family togetherness, because children need time alone to develop their creativity by playing.
- d. Children cannot fantasize. As parents, they only need to direct and facilitate children to develop their imagination.
- e. Conservative parents, they are usually quick to worry about the creative process of children who are generally out of the ordinary.
- f. Overprotective, overprotective will deprive you of the opportunity to explore in new or different ways,
- g. Authoritarian discipline.
- h. Provision of structured play tools.

According to Amabile in Munandar, that an inhibiting environment can damage a child's motivation, no matter how strong it is, and thus can kill a child's motivation.

2. Factors supporting Early Childhood creativity

According to Rahmawati and Kurniati, there are 4 things that support the development of creativity, namely:

- a. Provide mental stimulation both in the cognitive and personality aspects as well as the psychological atmosphere.
- b. Creating a conducive environment that will make it easier for children to access whatever they see, hear and play for the development of their creativity.
- c. The role of teachers in developing creativity.
- d. The role of parents in developing creativity.

Here the drawing activity was chosen to increase children's creativity because it refers to the opinion (HajarPamadi, 2008: 28) that drawing activities are

instinctive activities of children because almost all children like these activities to express what they feel and what they experience. child.

Drawing is a fun activity and a medium of expression and communication. Through drawing, children can express their expressions and imaginations in the form of scribbles to draw things. Drawing activities for early childhood are activities that are free, unique, creative, and spontaneous.

Drawing is a drawing activity using various forms and variations using media that are suitable for drawing needs. Each child communicates through pictures that they make themselves. While learning in schools has several kinds, including:

- a. Draw freely
- b. Drawing according to imagination
- c. Coloring pictures

Drawing activities in early childhood have several characteristics including according to (Director General of Higher Education, 2005:30)

- a. organic, drawing according to real objects.
- b. Lyrical, showing realistic objects.
- c. Impressionistic, showing a certain atmosphere.
- d. Rhythmical, showing a rhythmic impression.
- e. Form structure, a form that is arranged repeatedly.
- f. Decorative, showing patterns.
- g. Expressionistic, spontaneous individual expression.

The characteristics of each child's drawing are different, the teacher should be able to understand the meaning and message of each image that the child has made so that the teacher is able to provide guidance to them so that the creative soul of the child will arise and develop optimally as well, but as a teacher still must understand developments in the learning process. drawing activities must be adapted to their age. First, children aged 2-4 years are still in the scratching stage, which means that children will try to write their writing instruments on blank paper. Usually, they do this because they imitate their parents or the environment, the scratches that children put on paper do not yet have meaning nothing but only as an expression of spontaneous expression of the collaborative fingers with the eyes or the so-called fine motor sensors of children. The second pre-chart age is 4-7 years old, at this time it is still influenced by the child's scratching period, but the scratch has almost formed a pattern which is usually the pattern made to describe what he often sees, for example, the child forms the scratch in the form of a human face because that is what is often seen by child.

Based on observations made by the author on group A, which consisted of 18 children, children's creativity was still considered low for their age. Children aged 4-5 in general they like to try new things, often ask questions, are active but in that class the children are afraid to ask questions, and are afraid to answer

questions. In addition, children are also afraid of being invited to new games. When invited to play or do something, children are more likely to wait for an example from the teacher and they don't want to make it themselves. and when they were given the freedom to be creative, they said they couldn't, and only wanted to if they were given an example first.

So from the problems above, here the researcher wants to research about increasing the creativity of early childhood through drawing.

RESEARCH METHODS

This type of research uses classroom action research. A research expert named McNiff (1992:1) firmly says that classroom action research is a form of reflective research conducted by teachers themselves whose results can be used as a tool for the development and improvement of learning. With classroom action research, teachers can assess their own learning in class and can conduct research on students from the aspect of their interactions in the learning process, teachers can also improve their learning practices to be more qualified and effective.

The subjects in this study were the A RA AL FALAH group of 18 children located in the village of Karangsentul, Gondangwetan. Researchers are directly involved in the learning process. Researchers can also look at various problems that arise so that the objectives of classroom action research can be achieved. The time of this research was carried out from August 16 to September 19 2021.

The research procedure carried out by the researcher is referring to the Kemmis and Taggart designs which have two cycles, and each cycle has four activities, namely,

a. Planning (plan), Includes activities:

1. Prepare RPPM (weekly) and RPPH (daily)
2. Prepare media and tools
3. Prepare observation and evaluation sheets

b. Action(action)

That is carrying out what has been written in the RPPH and observing the behavior of students.

c. Observation

When carrying out the learning process, also while observing learning activities whose activities include:

1. Observe and record behavior during the drawing activity.
2. Record student activities when the learning process takes place.
3. Collecting data.

d. Reflection

Conducted to analyze the data that has been collected, collaborative discussions, data reduction and improvement by looking at the results of observations and providing conclusions.

The indicators of success in this research are increasing children's creativity through drawing activities based on children's abilities that show fluency, flexibility, originality and elaboration. The criteria for success if 75% of the children get a high creativity criteria score.

RESULT AND DISCUSSION

Observations were carried out simultaneously during the teaching and learning process in the A RA ALFALAH group class. So that researchers can see children's activities directly when interacting with teachers in listening to the material presented and children's interactions with friends when doing learning activities.

The initial activity carried out by the teacher is, asking questions about the house and its environment, then the teacher continues by explaining the core activities that will be carried out on the child. In the last core activity the children were asked to draw according to the theme, namely my house with their own wishes and creativity, but in this initial activity there were still many children who were confused about what to draw, they still wanted an example of a drawing from the teacher. In addition, most children still draw imitating their friends. When asked they were confused and could not draw by themselves.

The results of initial observations about children's creativity before action can be seen in the table below:

Table 1. children's creativity before action

NO	CRITERIA	TOTAL	PERCENTAGE
1	Good	2	11,1%
2	Enough	6	33,3%
3	Not Enough	10	55,5%
Total		18	100%

Based on the results of the data obtained through observations at the initial meeting, it was explained that the percentage of children's creativity in drawing who got the good category was 11.1%, the sufficient category was 33.3%, the less category was 55.5%. From this explanation, the next action is carried out. Researchers condition children by greeting children by singing, then invites children to mention friends who are not present. Entering the core activity, the teacher informs the children about the theme, namely my home environment by using the storytelling method to stimulate the child's imagination. The teacher also motivates children so that they do drawing activities with pleasure, so that their

creativity can arise because of their freedom and not afraid of making mistakes. Then the teacher invites the children to start drawing activities. The children immediately drew and chatted with their close friends. Sometimes they shout to call the teacher to see the results of the drawing.

Table 2. children's creativity after action

NO	CRITERIA	TOTAL	PERSENTAGE
1	Good	14	77,7%
2	Enough	2	11,1%
3	Not Enough	2	11,1%
Total		18	100%

From the data above, it can be seen that children who have a good category are 77.7%, sufficient category 11.1%, less category 11.1%, from this explanation it can be seen that the increase in creativity of A RA ALFALAH group children has met the desired standards, namely above 75%,. Based on this, it can be concluded that children's creativity can be improved through drawing activities.

CONCLUSION

Basically creativity has existed since the child was born, but it needs to be stimulated or stimulated again through the environment so that children's creativity can increase. Therefore, creativity is very important to be developed in early childhood to prepare for adulthood. There are many things we can do to develop children's creativity, one of which is drawing.

Maybe this activity is seen as trivial for adults. However, this activity is a wonderful activity for the world of children. This drawing activity is a fun activity and can increase children's creativity and imagination. Based on the results of research conducted in the A RA AL FALAH group, early childhood creativity has increased in drawing activities.

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